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ABSTRACT

The development of the Polish Proficiency Test, a standardized, nationally-normed test of listening and reading comprehension for English-speaking learners of Polish, is reported. An introductory chapter provides background information about the test's development, including discussion of the relationship between the test and Polish language teaching, test structure and content, and test administration. The second section describes the start-up of the test development project and initial committee meetings. Section 3 chronicles development of the field test form, including initial test item selection and review and preparation of field test materials, and section 4 explains the field testing itself. Creation of test interpretation tables and a score scale is the topic of the fifth section, psychometric properties of the test, including test reliability, measurement precision, validity, and subscore intercorrelations are detailed in section 6. A section on test operationalization concludes the report. Appended materials include the test booklet (introduction only), answer sheet, supervisor's manual, examinee handbook, test interpretation manual, operational testing program forms, minutes of the first local development meeting, item submission forms, examinee background questionnaire, standard error of estimation table, comprehension tasks for test items, list of grammatical areas covered, sources for test passages, and test announcement. (MSE)

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The Development of the Polish Proficiency Test

Final Report for

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U.S. Department of Education

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TABLE OF CONTENTS

1. Introduction 1
   1.1 Polish Language Teaching and the PPT 1
   1.2 Structure of the PPT 2
   1.3 Content of the PPT 5
   1.4 Test Administration Time 7
   1.5 PPT Test Materials 8

2. Project Start-Up 11
   2.1 Test Development Committees 11
   2.2 Initial Committee Meetings 12
      2.2.1 Initial Local Advisory Committee Meeting . . 12
      2.2.2 Item Writer Training Workshop 14
      2.2.3 Initial External Advisory Committee Meeting 14

3. Development of the Field Test Form 17
   3.1 Initial Development of the Test Items 17
   3.2 Review of the Test Items by the External Advisory Committee 18
   3.3 Preparing the Field Test Materials 18

4. Field Testing 20
   4.1 Administration of the Test 20
   4.2 Results of the Field Testing 22
   4.3 Revision of the Test 24

5. Building Test Interpretation Tables and the PPT Score Scale 27
   5.1 Rationale 27
   5.2 Building the Polish Proficiency Test Scale 28
   5.3 Building the Test Interpretation Tables 29

6. Psychometric Properties of the Test 33
   6.1 Test Reliability 33
   6.2 Measurement Precision 33
   6.3 Validity of the Test 35
   6.4 Intercorrelations Among Test Subscores 39

7. Operationalization of the PPT 41
   7.1 Information Dissemination During the Project . . . 41
   7.2 Information Dissemination Following Project Completion 42

List of Appendices

Appendix A: PPT Test Booklet
Appendix B: PPT Answer Sheet
Appendix C: PPT Supervisor's Manual
Appendix D: PPT Examinee Handbook
Appendix E: PPT Test Interpretation Manual
Appendix F: Forms for the Operational Testing Program
Appendix G: Minutes of First Local Development Committee Meeting
Appendix H: PPT Item Submission Forms
Appendix I: Examinee Background Questionnaire
Appendix J: Table of Standard Error of Estimation
Appendix K: Comprehension Tasks for the PPT Items
Appendix L: Grammatical Areas Covered in the PPT Structure Items
Appendix M: Sources for PPT Passages
Appendix N: PPT Announcement

1. Introduction

This report describes the development of the Polish Proficiency Test (PPT), a standardized, nationally-normed test of listening and reading comprehension for English-speaking learners of Polish. The PPT was developed by the Center for Applied Linguistics (CAL) under the auspices of the United States Department of Education (Grant No. P017A10051) with the cooperation of numerous linguists and Polish language experts from a variety of academic institutions across the country. The project was initiated in October 1991 and completed in September 1992. The test was developed in response to the lack of a standardized proficiency test in the Polish language teaching field and an increased need for such a test.

This introductory chapter provides the background to the development of the PPT, beginning with a description of the relationship between Polish language teaching and the Polish Proficiency Test, and concluding with the description of the structure, format and content of the Polish Proficiency Test.

1.1 Polish Language Teaching and the PPT

Before the project was proposed, a survey was conducted by CAL staff of tests available in Polish. The results indicated that the Polish language teaching field was handicapped by the lack of a nationally-available proficiency test. Only three Polish exams were identified in the CAL survey. One of the exams, the *Lektorek Razor Blade Reading Proficiency Battery*, is a computer-based evaluation of reading and grammar. Owing to its mode of administration, this Polish test is not accessible for institutions that do not possess computerized testing capabilities. The second test was the *Polish Proficiency Examination*, which was found to be more of an achievement test based on the materials taught in the specific academic program which developed the test than a genuine proficiency test. The third was the *Polish Second Language Graduation Proficiency Test*.

The intended use of this test was as an exit criterion of the foreign language requirement at the test developer's own institution. It was not intended for national use. Thus, none of the three tests is easily accessible and available for use nation-wide.

The PPT now makes available to the Polish language teaching profession a standardized and truly proficiency-oriented test that is applicable to any Polish language program regardless of its curriculum. The PPT can be used to meet a variety of needs of Polish teaching programs, including the following:

· **Program Placement**; i.e., institutions can use the test as a tool to determine the most appropriate instructional levels for incoming students with previous language training;

· **Program Evaluation**; i.e., language programs can use the test to assess their instructional effectiveness by examining the relative standing of their own students compared to nation-wide test performance;

· **Exit Criterion**; i.e., individual programs can establish their own required exit score to help them determine if a student is eligible to leave their program or to get credit for it;

· **Selection Criterion**; i.e., schools, study abroad programs, business or government agencies can use the test to select the best applicants from a pool of candidates who have acquired their knowledge of the language in a variety of ways;

· **Credit by Exam**; i.e., institutions can offer their students the option of fulfilling a language requirement for a certain program on basis of the PPT score; and,

· **Research**; i.e., the PPT can be used as a common measure in research projects.

1.2 Structure of the PPT

The PPT has three sections: Listening Comprehension, Reading Comprehension and Structure. All items on the PPT are four-option multiple choice.

In the Listening Comprehension section, examinees hear a

passage in Polish, followed by a question about it in English. Both the stimuli and the question are heard from a professionally-recorded Master Tape. After hearing the English question, examinees then choose one of the four answers printed in English in the PPT Test Booklet and mark their choice on the machine-readable PPT Answer Sheet.

In the Reading Comprehension section, examinees are presented with a variety of Polish texts, each followed by a question about it in English. The examinee is provided with four response choices. The Polish text, the English question and the four choices are all printed in the PPT Test Booklet.

The Structure section has two parts: filling in the blanks (cloze) and error identification. In Part One, there are five Polish passages, each with five missing portions. The missing portions are indicated by an underlined item number. Beneath each passage are five items labeled with item numbers corresponding to those in the passage. For each item, examinees are required to choose one of the four options which completes the corresponding missing portion of the passage in a meaningful and grammatically correct way. In Part Two, examinees are presented with three written Polish passages, each with five numbered lines. In each numbered line, there are four underlined words, marked A, B, C, D. Examinees are required to identify the one underlined word which must be changed in order for the line to be grammatically correct. Examples of these items are included in the PPT Examinee Handbook.

The design of PPT is intended to make it flexible. A program may choose whether to administer the Structure section depending on whether or not grammar is emphasized in instruction. Although normally administered in a single session, if required by class scheduling constraints, the PPT may be administered in two separate sessions.

Table 1 provides an overview of the organization of the

PPT.

Table 1
Organization of the PPT

Section	Total Time	Total Number of Items	Format of Stimulus	Number of Items
Listening	40 min	50	Utterances	10
			Dialogues	25
			Monologues	15
Reading Comprehension	50 min	50	"Non-linear Text"	15
			"Passages"	35
Structure	30 min	35	Cloze	25
			Error Identification	10

Although in general items on the PPT are arranged in order of increasing difficulty, they are also grouped according to the format of the item stimulus. For example, items in the Listening Comprehension section are grouped into three parts according to the format of the listening passage. Items in the first part, "Utterances," present the examinee with the speech of a single speaker excerpted from a longer dialogue or conversation. Items in the second part present short dialogues between two speakers. Items in the third part present examinees with speech found in naturally-occurring monologues, such as those from radio announcements or news broadcasts.

Although there are no separately designated parts in the Reading Comprehension section, there are a variety of text types that are used. These may be classified into two main groups. The first is "Non-linear Text," which refers to reading stimulus that is non-prose in format; i.e., whose form falls outside the normal conventions of sentence, paragraph and text structure. Examples include the writing found in signs, book titles, on stamps, in schedules, on identification cards and the like. The second may be termed "Passages." These texts present examinees with prose and expository text following normal conventions of sentence and paragraph structure. The classification of the reading stimuli into these two categories is somewhat arbitrary,

since many passages contain both (e.g., newspaper advertisements). In Table 1, an attempt has been made to classify each stimulus text by its *primary* characteristic.

Items in the Structure section are of a cloze (fill-in-the-blank) type and error identification type. Both types focus on aspects of grammar and structure. The cloze type, which is Part One, has five passages, each containing five test items. The error identification type, which is Part Two, has two passages, each containing five test items.

1.3 Content of the PPT

The development of the PPT followed strict guidelines in terms of the test content covered. All Polish materials on the PPT are drawn from authentic sources; i.e., Polish language materials prepared for Polish native speakers. Sources for listening passages included Polish movies, recordings of conversations, and radio and television programs. For passages for reading and structure, sources included Polish magazines, journals, newspapers, books, informational brochures, merchandise packaging, tickets, public signs and personal documents.

Every effort was made to include as wide a range as possible of the various social and institutional interactions that would be most likely encountered in real-life language-use situations in a Polish-speaking environment. The content covered on the PPT can best be described in terms of topic areas (subject of the listening or reading passage). Table 2 presents an overview of the topic areas (content) of the PPT covered in the listening and reading sections of the test. The first column lists the topic areas covered, the second lists the number of listening passages for which that topic could be described as the main topic of the passage, and the third lists the same for the reading passages.

Table 2 Topic Areas Covered on the PPT		
Topic Area	Listening Section	Reading Section
Art	1	—
Business	1	2
Consumerism	7	6
Dates	1	—
Economics/the Economy	3	5
Education	3	6
Entertainment	5	5
Everyday Life	3	1
Family	3	1
Food	2	—
Geography	—	1
Government	1	1
Health	5	3
History	—	1
Housing	—	1
Information Listing	—	1
Politics	3	1
Social Exchange	3	—
Social Life	—	2
Society	1	1
Sports	4	2
Transportation	3	7
Weather	1	—
Other	—	3

Each passage in the listening comprehension section was also classified by the test developers in terms of the primary speaking function of the passage. In many cases, there are several speaking functions. Each item, however, was assigned to only one primary function, the one most closely associated with getting the passage's item correct. Table 3 gives an indication of the distribution of the speaking functions found in the PPT listening comprehension section.

Table 3

Speaking Function in the Listening Section

Speaking Function	Number of Items
Complaining	6
Describing	1
Expressing an opinion	2
Giving advice	1
Giving information	19
Making an inquiry	11
Interviewing	1
Making a comment	1
Making a request	2
Making a purchase	1
Making an introduction	1
Making an invitation	1
Negotiating	1
Persuading	1
Showing preferences	1

1.4 Test Administration Time

The three sections of the PPT may be administered in either

one or two sessions, with the administration of the structure section being optional. In a two-day session, the listening comprehension section and the structure section (if included) are administered at the first session, with the reading section administered at the second. Exclusive of passing out test booklets, filling in personal background information on the machine-readable answer sheet, and taking care of other administrative matters, the listening comprehension section requires approximately 40 minutes, the reading comprehension section 50 minutes, and the structure section, 30 minutes. If given in one sitting, the total testing time is about two hours and a half. If administrative matters are taken care of before the testing session begins, the PPT can be administered in one 70 minute and one 50 minute class period. Two 80 minute periods are adequate for handling the complete administration of the PPT.

1.5 PPT Test Materials

The operational program of the PPT consists of the following materials (copies of these materials can be found in the appendices as indicated):

PPT Test Booklet

The PPT Test Booklet contains all test instructions, the options for the Listening Comprehension items, the Polish text, English questions and options for the Reading Comprehension items, and the Polish text and options for the Structure items. Each examinee receives a copy of the test booklet, which is collected by the test supervisor at the end of the test. Because the test is secure, only the cover of the test booklet is reproduced in Appendix A: PPT Test Booklet Cover.

PPT Master Tape

The PPT Master Tape is a professionally recorded audio tape containing the listening stimuli and the English questions for the Listening Comprehension section of the PPT. Normally, two

copies of this tape are sent to institutions ordering the PPT, one to play and one as a back-up.

PPT Answer Sheet

This is a machine-readable answer sheet, specially designed for the PPT program. In addition to spaces for examinee responses to items, it contains areas to collect examinee background data. A copy of the answer sheet can be found in Appendix B: PPT Answer Sheet.

Test Administration Instructions (Supervisor's Manual)

This is a short manual for test supervisors containing all the necessary instructions for administering the test. In order to ensure that the PPT is administered under standardized conditions, all instructions to examinees are to be read verbatim from this manual. A copy of this manual is contained in Appendix C: PPT Supervisor's Manual.

PPT Examinee Handbook

This handbook is intended to familiarize examinees with the test before they take it. It reviews basic information about the test and gives sample test items for the test. Each examinee receives a copy of the Examinee Handbook from the test supervisor prior to taking the test. A copy of the preliminary handbook is contained in Appendix D: PPT Examinee Handbook. Before the final copies are printed, CAL is waiting on some data from several government agencies that will enable preliminary conversion tables between the PPT and the ILR Proficiency Scale. Otherwise, the Examinee Handbook is complete.

Test Interpretation Manual

A test interpretation manual has been prepared for the PPT. The Test Interpretation Manual helps test users interpret test scores so that they can be meaningfully used in their programs. In addition to a brief description of the PPT, the Manual

contains technical information on the tests and test interpretation tables. A copy of the preliminary manual is contained in Appendix E: PPT Test Interpretation Manual. Again, CAL is waiting on some data from several government agencies that will enable preliminary conversion tables between the PPT and the ILR Proficiency Scale before printing the final version. Otherwise, the Test Interpretation Manual is complete.

Miscellaneous Operational Test Forms

There are several forms that are used in the operational testing program, sample copies of which may be found in Appendix F: Forms for the Operational Testing Program.

Test Order Form
: This form is used by test users to order the test from CAL.

Checklist
: This form is used to ensure that PPT test materials are returned to CAL.

Supervisor's Report Form
: This form is used by test supervisors to record any problems that may have occurred during test administration.

2. Project Start-Up

The initial phase of the PPT project involved a great many efforts to ensure a sound theoretical and methodological framework for the development of the test items. This chapter describes the initial steps of the test development project. It encompasses both logistic issues and theoretical concerns.

2.1 Test Development Committees

The day-to-day activities of the project were coordinated and directed by a team of CAL staff members. Charles W. Stansfield served as the Director of the Project, with Dorry Mann Kenyon serving as Associate Project Director and Xixiang Jiang as Project Coordinator.

To assist in the development project, two test development committees were formed. The first was the External Advisory Committee, consisting of Polish linguists and Polish language experts from across the nation. Many of these were professors in major university-level Polish programs. Below is a list of the members of this committee and their affiliations.

External Advisory Committee

Waldemar Martyniuk	Stanford University
Barbara Niemczyk	Dickinson College
Leonard A. Polakiewicz	University of Minnesota
Robert A. Rothstein	University of Massachusetts
Alexander Schenker	Yale University
Oscar E. Swan	University of Pittsburgh
Krystyna Wachowicz	Defence Language Institute
Joanna Radwanska Williams	State University of New York

Members of this committee were asked to review specifications for the test, review the test forms before field testing, and to review revisions made to the test form. As possible, these committee members also helped coordinate field testing of the PPT at their respective institutions.

The second committee was the Local Development Committee. Members of this committee were Polish language specialists and

experienced language instructors. Members of this committee and their affiliations are listed below.

Local Development Committee

Dobrochna E. Dyrcz-Freeman*	(Formerly) Princeton University
Rafal M. Kwiatkowski*	(Formerly) CAL
Grazyna Z. Privorotsky	CAL
Krystyna M. Sadlowska	Foreign Service Institute
Waldemar E. Walczynski	CAL

* primary test item writers

Members of the local development committee met to draft the initial test specifications, developed the test items, reviewed items under development, reviewed the test form before field testing, and served as consultants when special problems arose.

The two item writers were trained by CAL staff. They were in regular contact with CAL staff throughout the project. They were tasked to find suitable listening and reading passages from authentic sources and draft items to test listening and reading comprehension, as well as to draft the structure items.

In addition to these two working committees, four Polish native speakers were involved in recording the PPT Master Tape. Given their various areas of expertise and experience in teaching, testing and with the Polish language, all members of the project committees contributed to its successful completion.

2.2 Initial Committee Meetings

Each committee met within two months of the project start-up. The results of their initial meetings, which set the course of the project, are described below.

2.2.1 Initial Local Advisory Committee Meeting

The Local Development Committee met in mid October, 1991, to develop the test specifications, to set down the guidelines with which the test item writers would work, and to discuss issues relating to the development of the test items. Several test development concerns were addressed at the meeting regarding

target levels, test domains, test format and the number of items in each section. Members of the Committee conferred for a day and concluded with a general agreement on the issues considered.

In view of the difficulty of the language itself and the limited nature of the existing teaching materials, it was recognized that the target level of the test should be between 0+ and 2+ on the ILR scale, corresponding to Novice-Mid/High to Advanced-High on the ACTFL scale. In consideration of the fact that most Polish language teaching programs do not continue beyond the second year and that students in area studies at the graduate level usually enter beginning Polish programs at the undergraduate level, it was agreed that the envisioned target examinee group for this test include Polish language students in their first or second year of college and government or business professionals in intensive language training programs.

It was also agreed that the PPT, as a proficiency test, would measure the examinees' ability to function in a real Polish-speaking environment. Therefore, it would not be designed to accommodate any specific Polish language teaching text or curriculum, nor would any sort of achievement test be appended to this proficiency test. Acknowledging that the knowledge of syntactic structures is an integral part of communicative ability in the Polish language, it was determined that this test would include a structure section. In addition, it was acknowledged that the materials used in the items should be authentic; i.e., the type of language materials that are produced by native speakers for use by native speakers in their native environment. The authenticity of the test was expected to promote and lead the trend in the language teaching field toward the use of real language to achieve communicative competence in the target language.

In terms of the test item format, it was conceded at the meeting that a four-option multiple choice format be used throughout the test, in conformity with the current trend of large scale tests. It was also agreed that Structure section be

comprised of two parts: a cloze format and an error identification format. As for the length of the test, it was suggested that the whole test contain between 125 and 150 items, with roughly equal numbers in listening, reading and structure sections.

Apart from the major issues summarized above, the Committee also deliberated on other matters, such as listing potential sources of authentic materials and making a list of major Polish language programs. A copy of the complete minutes of the meeting may be found in Appendix G: Minutes of First Local Development Committee Meeting.

2.2.2 Item Writer Training Workshop

CAL staff designed and conducted a one-and-a-half day intensive training program for the two primary item writers. The training program offered the item writers an opportunity to familiarize themselves with the test specifications and general guidelines stipulated by the advisory committees for the project. Charles W. Stansfield, Project Director, instructed the group on specific issues in relation to structure and reading item development. Dorry Mann Kenyon, Associate Project Director, supervised the actual practice writing of test items.

This training enabled the item writers to apply their knowledge of Polish and experience in teaching to developing test items according to the stipulations set forth for this specific project. Since both the item writers were experienced Polish teachers, their work and joint revision on items under development ensured the good quality of the test items.

2.2.3 Initial External Advisory Committee Meeting

Members of the External Advisory Committee were sent copies of the Minutes of the Local Advisory Committee Meeting for review and comment. In addition, members of the committee met for a 4-hour meeting scheduled during the annual conference of the American Association of Teachers of Slavic and East European

Languages (AATSEEL) in San Francisco, California on December 28, 1991. The main task of the meeting, besides introducing the PPT project to the members and discussing the design of the structure items, was to review drafts of the listening and reading items. Prior to the meeting, every member was mailed a copy of selected items and asked to note down on revision forms their individual comments. Thus, every item was reviewed by two committee members prior to the meeting. At the meeting, the item review process was carried out as follows. First, the two individuals assigned with the review of a test item voiced their comments and opinions on it. Then, any member of the group had the opportunity to comment on that item. In this way the items were reviewed one by one. All revisions and relevant comments were marked on a single master copy of the items.

From the item review process and discussions among the advisory members, the following concerns and topics of discussion emerged:

1. On the whole, the group felt the test items were very well designed.

2. The group felt that the listening items, as a group, seemed to be easier than the reading items.

3. The group felt that more easier reading items needed to be added, and that there should be fewer items taken from newspapers.

4. The group stressed the need to produce a high quality recording of the listening passages, using a variety of voices.

5. The members felt comfortable with the idea of trying out both the filling-in-the-blanks and the error recognition formats in the structure section, even though they said error recognition is not usually done in classrooms.

The members of the External Advisory Committee reached a general consensus regarding the practicality and suitability of the test specifications and overall guidelines as recorded in the minutes of the Local Development Committee Meeting. They also

expressed their willingness to offer any assistance needed for the project.

3. Development of the Field Test Form

After the initial start-up of the project, attention was focused on the development of PPT test form for field testing. This chapter describes the steps in developing the field test form.

3.1 Initial Development of the Test Items

The two item writers started writing the reading items first because of the immediate access to sources of materials. Listening and structure items were prepared later, when movies, tape recordings and other sources materials were located. From October to December, 1991, item writers worked on their own schedules and submitted draft items weekly.

To standardize the item development procedure and to ensure the quality of the items, CAL staff designed an item submission form to help guide the item writers in the writing process. Item writers were instructed to first find authentic listening or reading passages suitable for testing comprehension. They were then to focus on an appropriate aspect of each passage to test comprehension in listening or reading. They then developed the question, chose appropriate distractors, and submitted the items to CAL for review.

Each item was submitted on a submission form that required item writers to classify and categorize it. A copy of this form (one for listening and one for reading) may be found in Appendix H: PPT Item Submission Forms.

After items were revised among the item writers themselves, they were reviewed by CAL project staff and either accepted, discarded or returned to the original item writer for further revision. Accepted items were put into the PPT item bank. Regular checks were made to ensure that the items being accepted were fulfilling the specifications for the whole test in terms of their targeted level of difficulty, content (i.e., topic area) and speech function.

3.2 Review of the Test Items by the External Advisory Committee

When the item bank contained more items than required by the test specifications, items were then sent to the members of the External Advisory Committee for further review. Each committee member was assigned a subset of the items, all from one section of the test. All items were reviewed by two committee members. On the basis of input received from the Committee meeting, held during the AATSEEL annual conference in San Francisco, items were either kept as they were, revised as per specific comments, or removed from the item bank.

The structure items, which were prepared after the meeting at AATSEEL, were sent to individual members of the External Advisory Committee for review. Their comments were returned to CAL and incorporated by the item writers into the items.

After the draft test form was revised on the basis of input from members of the External Review Board, the field test materials were prepared.

3.3 Preparing the Field Test Materials

From the items remaining in the item bank, CAL staff put together the Field Test Form, following the guidelines set forth in the test specifications. Recognizing that items might be rejected after field testing, this form contained more items than were envisioned for the final form.

The PPT test booklet for the field testing was prepared using WordPerfect 5.1. A special keyboard was designed for sections containing Polish text.

To ensure that the listening passages were all clear and of professional quality, they were re-recorded using native speakers resident in the Washington, D.C. area. Two male and two female voices were selected. The speakers were instructed on how to ensure the authentic delivery of the listening passages. The speakers strove to read the written script in as natural a way as possible, while keeping in mind the need for clear articulation. During the recording session at a professional studio, the

Associate Project Director served as the director, supervising the recording procedure. Two other individuals, one an advanced-level student of Polish, the other a Polish language teacher, listened critically to each passage as it was recorded. These two persons either agreed that each take was of appropriate quality for inclusion on the test, or gave input into improving the retake. English sections of the Master Tape (test instructions and questions on the listening passages) were recorded by a professional announcer. The recordings were edited by professionals at the recording studio.

The final test booklet for field testing contained 65 items in the Listening Comprehension section, 56 items in the Reading Comprehension section, and 40 items in the Structure section. In addition to the test booklet and master tape, other materials were prepared for the field testing. These included the following:

- A machine-readable standard answer sheet
- An instruction manual for test administration
- An examinee background information form
- An examinee familiarization sheet

When this process was completed, the PPT was ready to be field tested.

4. Field Testing

In order to ensure that the developed PPT form was valid and appropriate for the group for which it was designed, the PPT was field tested between February and April of 1992 on examinees from Polish programs in the United States and Canada. This chapter describes the field testing procedures and the results.

4.1 Administration of the Test

The PPT was designed to be appropriate for students in the range from Novice-High to Advanced-High on the ACTFL scale. Since language programs do not classify themselves according to the ACTFL scale but in terms of years and credits, project staff felt that the test should be appropriate for students from the end of a first year college level course to students in a third year course. It was desired to include examinees at both the lower and higher ends of this range in the field testing sample in order to compare examinee performance across the entire scale.

CAL developed a list of all institutions in North America that indicated they offered Polish instruction. This was done with the help of members of both the local and external committees, and through the use of two directories published by the American Association for the Advancement of Slavic Studies: *Directory of Programs in Soviet and East European Studies 1990-1992* and *Directory of Members 1991-93*. Every institution was contacted and invited to participate in the field testing. In this process CAL encountered two practical problems. The first was that a number of schools listed in the directories had dropped programs due to budgetary constraints. The second was that many of the programs were staffed by part-time instructors who were not in a position to manage or coordinate formal testing.

In the end, instructors from 15 different institutions participated in the field testing of the PPT. At the University of Manitoba (Canada), the instructor administered the PPT to

students at other institutions, including high school programs. A total of 129 examinees participated in the field testing. Table 4 indicates the number of examinees completing at least one section of the test together with their institution or, in the case of the University of Manitoba, that of the test coordinator.

Table 4
Field Test Participants

Name of Institution	State	Number of Examinees
American U	DC	4
Columbia U	NY	13
Harvard U	MA	12
McMaster U	CANADA	2
Stanford U	CA	6
SUNY, Stony Brook	NY	7
U of Manitoba	CANADA	22
U of Chicago	IL	8
U of Pittsburgh	PA	3
U of Minnesota	MN	9
U of Massachusetts	MA	4
U of North Carolina	NC	11
U of Connecticut	CT	7
U of Florida	FL	16
Villa Marie College	NY	5
Total		129

Examinees completed a background questionnaire before taking the field test version of the PPT (see Appendix I: Examinee Background Questionnaire). Percentages used in the following description are based on the number of examinees answering each question. Fifty percent of the participating examinees were male and 50% were female. Ninety percent were at a college or university, 5% were in a public high school, and 5% were studying Polish at a community school or other institution. Sixty percent reported that they are ethnic Polish. The majority of all examinees (60%) indicated that they spoke no Polish at home. Of all the examinees, 13% indicated that they spoke Polish at home "most of the time," 10% indicated that they spoke Polish at home

"less than half the time," and 17% indicated that they spoke Polish at home "very infrequently."

In terms of the level of study at the time of the test administration, the participants were enrolled in classes ranging from the third year of a high school course to more than third year college level Polish language course. Of those indicating their level (117 students), the majority (61%) indicated that they were in either the first or second semester of a first year college level Polish course. 56% of all the students had not yet completed one year (college or high school) of Polish instruction, while 12% had completed four or more years. Table 5 shows the level of study indicated by the field testing examinees.

Table 5
Levels of Polish Study of the Field Test Examinees

Level of Polish Instruction	Frequency	Percent
None of the Options	6	5
3rd Yr High School	3	3
4th Yr High School	3	3
1st Semester or 1st Quarter	13	11
2nd Semester/2nd or 3rd Quarter	58	50
3rd Semester/4th Quarter	7	6
4th Semester/5th or 6th Quarter	12	10
5th Semester/7th Quarter	1	1
6th Semester/8th or 9th Quarter	5	4
More than 3rd Year	9	8
Total	117[a]	101%[b]

[a]Missing = 12
[b]Due to rounding

4.2 Results of the Field Testing

Both quantitative and qualitative data were collected on the field test form. Quantitative data consisted of the examinees' responses to the test items. Qualitative data consisted of comments made by test supervisors, and, from one school,

examinees themselves.

Examinees recorded their responses to the background questionnaire and their answers to the test on the General Purpose Answer Sheet form no. 4521 of the National Computer Systems (NCS). Each sheet was scanned on CAL's NCS Sentry 3000 Optical Scanner twice: the first time to collect background information using the program *Scantools*, the second to score the test using software MicroTEST Score II Plus, both by NCS. The two databases thus entered were merged into one file using the Paradox database system. Item analysis was conducted using the *Test Analysis Program* (TAP), a classical item and test analysis program, and *BIGSTEPS*, a Rasch model IRT-based item and test analysis program. Statistical analysis was performed using SAS.

Item analysis was first conducted on the entire group of examinees. Table 6 presents the summary of descriptive statistics by section.

Table 6
Descriptive Statistics from the Field Testing

Section	Number of Examinees	Number of Items	Mean Score	Std. Dev.	Reliability	Mean P-value	Std.Dev. P-value
Listening	105	65	38.76	12.80	.93	.60	.19
Reading	118	56	36.32	11.65	.93	.65	.14
Structure	127	40	22.36	9.13	.91	.56	.14

Table 6 shows that the subtest reliabilities were quite high, most likely a function of the length of each part and the fact that a wide range of abilities were represented in the sample. The mean p-value for the listening and reading items was appropriate for a multiple choice test. The reading section was the easiest subtest, while the structure section was the most difficult.

The next step was to analyze the individual items to detect if any were malfunctioning. Information on the items was acquired through TAP and *BIGSTEPS*. TAP analyses provided point-biserial correlations, p-values, frequency of responses to each item broken up by quintiles, graphic representations of the

percent of correct responses to test items by quintiles, and the number of examinees choosing each option, by quintile. *BIGSTEPS* provided information on the fit of each item (and person) to an underlying Rasch measurement model. Commonly accepted criteria were used to identify problematic items: p-values that were below 30; point-biserial correlations below .30; and Rasch fit statistics above 2.0 or below -2.0.

This analysis revealed that the majority of the items on the PPT were functioning very well. The numbers of items that were flagged by the above criteria were: 8 of the 65 listening items, 8 of the 56 reading items, and 3 of the 40 structure items.

In addition to the statistical analysis, a qualitative analysis at the item level was undertaken based on written comments received from the test supervisors and from one group of students. Moreover, the entire field test form was carefully reviewed by one member of the test development committee, whose comments were also carefully considered. The vast majority of comments were highly favorable. On the item level, most of the comments related to items that were flagged through the statistical analyses. The information provided by both types of data corroborated each other. A few comments had to do with personal preferences of the test supervisors.

4.3 Revision of the Test

After both the quantitative and the qualitative information was summarized, the local test development committee met to discuss the field testing results and what to do about the flagged items. Since extra items were included in the field test form, the committee felt free to delete from the final form any items that were technically flawed rather than work on revising them. At the meeting, the committee agreed that the final test length should be 50 items each for the listening and the reading sections.

In the listening section, 10 items were deleted by the committee on the basis of the quantitative and qualitative

analyses. Only one flagged item received minor revision that may affect its quality: one of its distractors was revised so as not to be as plausible as the original distractor was. One other superficial change was made to two options in an item in order to make all the options parallel. Other than these, no revisions were made to any of the listening items.

In the reading section, three of the eight flagged items were easier items with point-biserial correlations slightly below .30. These items showed no misfit to the Rasch model. The committee decided that these items should not be automatically deleted. At this point they were all retained for their content. Four clearly malfunctioning items were deleted, however. Minor typographical errors were made to five of the items; three affecting the Polish text, two affecting the English. The committee felt that these minor changes would not affect the quality of the items.

In the structure section, the analysis indicated that three of the five items in the last of the eight passages appeared to be much too difficult for the field test examinees. Two of these items also showed misfit problems. It was decided to delete this passage as a whole rather than to repair its items. Only two other items showed minor problems, which were easily corrected. Thus, the final version of the structure section contains 7 passages with 5 items each, for a total of 35 items.

Following the meeting, there were still 5 items from the listening section and 2 from the reading section to be deleted in order to bring the number of items in each section on the final form down to 50. The selection of these items was made through the use of the *BIGSTEPS* program. For each section, after the initial run, misfitting persons and the items to be deleted were omitted from a second run. The fit of the items was then examined a second time, and the remaining number of items to be deleted were selected on the basis of this analysis of fit.

Once the final items were selected, the recording studio removed the deleted items from the tape for the listening

comprehension section and a revised test booklet was prepared.

5. Building Test Interpretation Tables and the PPT Score Scale

As reported in Chapter 4, CAL invited every known program listed as offering Polish to participate in the field testing of the PPT. For various reasons, many programs could not participate in organized testing. All programs able to participate did so. This meant that no large pool of Polish examinees who did not participate in the field testing were available on whom to test the final version of the PPT at the end of the spring semester of 1992. Thus, in the fall of 1992, the final form of the PPT was being administered to over 30 examinees from invited government agencies in order to check for minor infelicities. After their answer sheets are returned, the final version of the PPT Test Booklet will be printed.

Nevertheless, it was possible to estimate examinee ability scores, compute test statistics, and to construct tables for test score interpretation from the field test data. This process is explained in this chapter.

5.1 Rationale

Using IRT (Item Response Theory), an examinee's ability is estimated independently of the items administered. This is called "item-free person measurement." An examinee's score is not solely based on the number of correct answers on the test, but is empirically estimated based on the difficulty level of the items the examinee answers correctly. Thus, in the context of the development of the PPT, an examinee's ability can be estimated based on responses to the entire set of items administered in the field test. It can also be derived from any subset of those items. In general, estimating ability from fewer items means a loss in the statistical precision of the ability estimate. However, within statistical error, the ability estimates based on the entire set or any subset will be the same.

Given this context, the ability of each examinee participating in the field test was estimated using the data from

the items remaining on the final form. This data was analyzed with the *BIGSTEPS* computer program, which uses the Rasch IRT model. This data set, and the ability estimates from the Rasch analysis, were then used in constructing the preliminary test interpretation tables for the PPT.

5.2 Building the Polish Proficiency Test Scale

As an aid in interpretation, the PPT Scale for reporting scores was developed. After the Rasch analysis, all PPT examinees had an ability score on the same scale. This ability score is no longer a "number right" score, but an estimate of the person's ability along the continuum of the latent trait (the construct being measured) reported in terms of logits (a ratio in natural log odd units) centered at 0 (the average item difficulty) and extending (for the PPT) from about -2.5 to +5. An examinee's ability score in logits is defined as the point on the item difficulty scale where the examinee has a fifty percent chance of getting the answer correct. Thus, an examinee with an ability of 1.00 logits has a fifty percent chance of getting an item with a difficulty level of 1.00 logits correct. This examinee's chances of getting an item at 0.00 logit is greater than 50%, while for an item at 2.00 logits it is less.

This logit scale, however, can be changed by any linear transformation without losing its linear quality. One standard approach is to give the transformation a meaning in terms of norms. For the PPT, a "norming sample" was selected that consisted of 70 examinees from the 129 who participated in the field testing. This was the total number of examinees who completed all three section of the PPT *and* indicated that they were studying Polish at the college or university level. This sample of 70 examinees is most likely typical of North American students studying Polish at the college level in any given year. At the time of norming, 67% percent of the group were in their first year of Polish study, 24% were in their second, and 9% were in their third (or higher) year. Forty-eight percent were male

and 52% were female. Fifty-eight percent were of Polish ethnicity. Sixty-four percent of the group indicated that they spoke no Polish at home, while 3% spoke Polish at home "most of the time," 6% spoke Polish at home "less than half the time," and 27% spoke Polish "very infrequently" at home.

The mean score of this group in logits was assigned the easily-remembered scale point of 100. One standard deviation in the distribution of the scores of this group was set to be equal to 20 scale points. The PPT Scale score of 100 could then be interpreted as the average ability score for the norming sample of PPT examinees. An examinee receiving a score of 140 would be two standard deviations above this mean; an examinee receiving a score of 80 would be one standard deviation below this mean.

Below are the three equations used to transform ability estimates in logits to scores on the PPT Scale. Scaled scores are always rounded to the nearest integer.

Listening Comprehension
Scale Score = 89.90 + (14.27xLogit Score)

Reading Comprehension
Scale Score = 88.71 + (15.61xLogit Score)

Structure
Scale Score = 96.14 + (15.31xLogit Score)

5.3 Building the Test Interpretation Tables

Because of the small number of Polish examinees who could be involved in the norming of the PPT, it was impossible to give accurate norms at every score level. For this reason, the primary test score interpretation table is a table of quartile distributions, shown in Table 7. This table provides quartile scores on the PPT Scale for examinees in the first, second, or third or more year of Polish language study. The figures are based on the results of all 129 examinees who participated in the field testing of the PPT. However, not every examinee took every section of the PPT. The characteristics of the entire group of

129 examinees did not deviate substantially from those of the 70 examinees who comprised the norm group, described in Section 5.2. The 70-member norm group was a subset of the entire group of 129 examinees.

Quartiles represent the bottom, second, third and top quarter of the score distribution. A score in the second quartile indicates that the examinee performed in the second quarter of all students in his or her subgroup, and better than the bottom 25 percent of all the examinees in that subgroup. A score in the fourth quartile indicates that the examinee scored in the top 25% of all other examinees in the subgroup; i.e., better than 75% of all other examinees.

Table 7
Quartile Distributions for the PPT
by PPT Section and Year of Study

	First Year			Second Year			Third Year or Higher		
Quartile	List	Read	Str	List	Read	Str	List	Read	Str
4th (76-100%)	99 and above	105 and above	106 and above	121 and above	119 and above	123 and above	139 and above	144 and above	154 and above
3rd (51-75%)	92-98	93-104	93-105	105-120	107-118	110-122	130-138	127-143	122-153
2nd (26-50%)	83-91	83-92	84-92	97-104	99-106	104-109	101-129	109-126	108-121
1st (1-25%)	82 and below	82 and below	83 and below	96 and below	98 and below	103 and below	100 and below	108 and below	107 and below
Examinees	(56)	(60)	(69)	(18)	(17)	(19)	(6)	(15)	(15)

To use Table 7 in interpreting an examinee's score, the test user first identifies the examinee as either a first, second, or third (or higher) year student. Then, for each section, the user finds the score group in the table that contains the examinee's

score and reads the quartile group from the left hand column that corresponds to the examinee's score.

In a few cases, examinees in the norm group indicated that Polish was used in the home more than half the time. Such examines may have an advantage on a test of general language proficiency. However, since these examinees formed only a small minority of the total, and since they do comprise a part of the total group of North American students studying Polish, they were included in Table 7. Nonetheless, PPT users may want to understand the meaning of an examinee's test scores in terms of whether the examinee indicates that much Polish is spoken at home or not. Table 8 presents the average PPT Scale score for each section by year of study for examinees who indicated that they do not generally speak Polish at home (labeled English) and those who indicated that Polish is spoken about half the time or more (labeled Polish). Underneath each average score is the number of examinees upon which the mean is based. The more examinees, the more reliable the mean score is. Means for subgroups with less than 3 members are not shown.

Table 8
Mean Scores on the PPT Scale
by Level and Home Language
(Number of Examinees in Parentheses)

	Listening		Reading		Structure	
Year of Study	English	Polish	English	Polish	English	Polish
First Year	92 (53)	--- (-)	93 (55)	96 (5)	94 (64)	96 (5)
Second Year	107 (15)	--- (-)	107 (15)	--- (-)	110 (16)	--- (-)
Third Year (or higher)	124 (5)	--- (-)	119 (7)	130 (8)	121 (7)	129 (8)

To use Table 8, the test users finds the group to which the

examinee belongs and compares his or her score to that group's mean score.

The PPT is intended for English-speaking learners of Polish. Since the questions and options for the Listening and Reading sections as well as the directions for the entire test are in English, knowledge of English is required to take the test. Thus, it is impossible to use these tests to measure the Polish language proficiency of native Polish speakers (or speakers of a language other than English) who do not have a good knowledge of English. Test results may not be accurate for any examinee who does not have a good command of English; i.e., a level of English language proficiency generally equivalent to that of a first-year college student enrolled in the regular program of an American university.

In the field testing of the PPT, 17 of the 129 examinees indicated that they were of Polish ethnicity and spoke Polish at home "most of the time." The responses of these examinees were carefully examined to see to what extent, if any, their proficiency in the English language may have been affecting their performance on the test. One analysis involved checking to see if these examinees were getting easier items incorrect; i.e., easy items that they may have missed because of their restricted ability in English rather than their proficiency in Polish. None of the responses of the Polish speakers showed any incongruities on any of the three sections of the test. On the basis of experience to date, it is reasonable to assume that the level of English used in the test will not pose a problem to the native Polish speaking examinee who has enough proficiency in English to be enrolled at an English-speaking university in North America.

The information contained in this chapter and the following is also presented in a more "user-friendly" manner in the PPT Test Interpretation Manual.

6. Psychometric Properties of the Test

This chapter discusses the technical aspects of the PPT. It must be remembered that all the statistical analysis are based on the results from the field testing. However, only performance data on the items retained in the final form of the PPT were used.

6.1 Test Reliability

The reliability of a test is the extent to which it yields consistent results. Thus, high test reliability is desirable. Table 9 gives the Rasch equivalent of the KR-20 reliability of each section of the final form of the PPT based on the data from examinees involved from the field testing. The number of examinees for each section is: Listening (96), Reading (110), and Structure (123).

Table 9
Reliability of the
PPT by Section

Section	Reliability
Listening Comprehension	.92
Reading Comprehension	.90
Structure	.88

The figures presented in Table 9 indicate that the PPT is a highly reliable tests which can be used with confidence by programs needing trustworthy measures of Polish language proficiency.

6.2 Measurement Precision

Any measurement involves a degree of error. The higher the precision of the measurement, the smaller the error. In Classical Test Theory, the degree of error is usually indicated by the standard error of measurement (SEM). One of the limitations of

this approach is that it represents the SEM as being the same for all examinees. Test scores, however, are unequally precise for examinees at different levels of ability. Item Response Theory (IRT), used in scoring the PPT, also provides a measure of the precision of each score on the PPT Scale. In IRT, this measure is called the standard error of the ability estimate. Appendix J: Table of Standard Error of Estimation (also contained in the PPT Test Manual) contains the standard errors for PPT scores, rounded to the nearest whole number.

A traditional SEM may also be calculated for the PPT on the PPT Scale. These are presented in Table 10. Figures have been rounded to the nearest whole number.

Table 10
Standard Error of Measurement (SEM)
for the PPT
(in Rounded Scale Score Units)

Section	SEM
Listening	6
Reading	7
Structure	7

Both the SEM from Table 10 and the standard error of the estimate from Appendix J give an indication of how accurate a single test score is. Either can be used to construct confidence intervals around PPT scaled scores. The confidence interval takes measurement error into account. One way to view this confidence interval is to say that the examinee's true score (i.e., the average score an examinee would receive if it were possible to give him or her the test a very large number of times) would lie, with 67% certainty, within plus one or minus one standard error of the given score. Another way to view this is to say that on a re-test, if there has been no change in the examinee's true proficiency, the examinee will score within plus or minus one standard error of his or her score about 67% of the time.

A careful examination of Appendix J reveals that the most

precise area of measurement on the PPT lies between 66 and 136 on the PPT Scale. For scores above 136, the measurement precision of the test rapidly diminishes. A score of 136 indicates a performance well above the cut-off point for the fourth quartile for first and second year students, and in the third quartile for students in the category "third year and above." In other words, the measurement precision of the PPT should not be of concern in interpreting the scores of first and second year Polish students on any section of the test. However, test score users should be aware that the PPT may not be able to discriminate accurately between very high scoring examinees on the PPT; i.e., examinees who score above 135 on any section. Table 8 indicates that such examinees would generally be individuals who have completed three or more years of Polish study and who speak Polish at home.

6.3 Validity of the Test

Validity refers to the extent to which a test actually measures what it purports to measure. The PPT claims to measure an examinee's proficiency in understanding authentic spoken and written Polish, and ability to deal with Polish structure.

The validity of any test cannot be "proven;" it can only be established by the collection of evidence that the test is indeed measuring what it purports to measure. Some commonly accepted types of evidence include evidence for content, concurrent, and construct validity. Each type of validity, and evidence which supports it in the case of the and the PPT, are explained below.

Content Validity

Content validity is based on test content and refers to the extent to which the items in a test adequately sample the linguistic and behavioral domains of the construct that the test is meant to measure. The PPT is intended to be a measure of proficiency in dealing with every-day "real-life" Polish. Validity based on content thus entails an examination of the degree to which the tests, in their stimulus passages, sample

from the corresponding language-use situations the examinee might be expected to encounter in real life.

1. Content Domains

The ACTFL Guidelines for listening and reading postulate certain content and functional domains as appropriate to the proficiency of an English-speaking learner of Polish at different levels of proficiency. The developers of the PPT used authentic listening and reading passages and wrote corresponding items to reflect these domains. Content and functional domains can be grouped into three categories, which represent increasing levels of proficiency in Polish as a second language. These levels may be designated as:

> **Intermediate Level--Survival.** At this level, the learner can "survive" by performing simple daily tasks such as shopping for food, clothes, and incidental necessities. PPT listening comprehension items at this level require the understanding of oral language typically heard in locations such as a grocery store, train station, bank, bus, and airport. PPT reading comprehension items at this level include certain signs, advertisements, storefront designations, simple messages with a social purpose, and short straightforward instructions encountered in daily life.
>
> **Advanced Level--Tourist Resident in Polish Society.** At this level, the learner can understand social conversation on everyday topics and can read short, descriptive narrations. PPT listening comprehension items at this level require comprehension of short conversations between two people dealing with general, every day topics, or the comprehension of passages such as news items and reports dealing primarily with factual information. PPT reading comprehension items at this level require the examinee to comprehend main ideas and some facts from passages excerpted from newspaper articles, public notices, personal correspondence, and popular stories.
>
> **Superior Level--Foreign Professional in Polish Society.** At this level, the learner can comprehend oral and written language on virtually any matter of general interest to educated native speakers in authentic Polish situations. PPT listening stimuli at this level involve conversations between two speakers dealing with topics of a general academic nature such as recent advances in health care and

current events, or longer discourse excerpted from speeches or reports. Questions may deal with the speaker's opinion or attitude, or they may require inference on the part of the examinee. Reading stimuli at this level are generally longer and more technical and are followed by a questions dealing with basic factual information covered in the passage, or inference or analogy based on information presented in the passage. The passages cover a wide variety of daily topics such as those that may be found in a newspaper or magazine, e.g., results of a public opinion survey, job descriptions, and vacation travel.

For the Structure section, the PPT tests knowledge of correct Polish syntax. Unlike listening or reading comprehension, the Structure section does not involve real-life language-use tasks per se, though clearly knowledge of Polish syntax is a part of comprehending spoken and written Polish. Items testing recognition of Polish syntax on the PPT are of two types. The first type tests knowledge of correct structure by requiring the examinee to choose from among four options the correct word or phrase that should be inserted in a blank within a printed paragraph. The second type tests structural knowledge by requiring the examinee to find from among four underlined words the one that is grammatically incorrect. In this section of the PPT, only Polish is used for both the stimulus and response options.

Table 2 of this report contains a list of the topic areas covered in the PPT listening and reading comprehension sections. Table 3 contains a list of speaking functions covered on the listening section of the test. A list of the comprehension tasks on the listening and reading comprehension sections is contained in Appendix K: Comprehension Tasks for the PPT Items. A list of grammar topics (by part of speech) covered in the structure section can be found in Appendix L: Grammatical Areas Covered in the PPT Structure Items.

2. *Authentic Sources*

Stimulus passages for listening, reading and structure on

the PPT were drawn from authentic language sources. Item developers collected passages for the reading comprehension and structure sections from sources such as Polish language newspapers, magazines, journals, books, street signs, schedules, and tickets. For stimulus passages for listening comprehension, they listened to and transcribed listening passages from sources such as Polish language news broadcasts, movies, and announcements. These texts were modified only to the extent that they needed to be clarified when taken out of the larger context. Questions were designed to check comprehension of the meaning of passages, and, for more difficult passages on the PPT, to check comprehension of opinions, attitudes or inferences contained in the passages. A representative list of sources for the listening and reading passages used on the PPT is contained in Appendix M: Sources for PPT Passages.

In terms of content validity, then, it can be demonstrated that the PPT items have been drawn from real-life use of Polish language.

Concurrent Validity

A second type of evidence of validity is concurrent validity. Concurrent validity refers to the extent to which a test score correlates with results that may be obtained through the use of independent criteria external to the test, measured at the same point in time, to see if expected relationships exist.

For the PPT, the reported level of Polish study may be used as an external criteria. It would be expected that scores on the tests would increase as amount of study increases. Both Tables 7 and 8 indicate that this is the case for the PPT. In each skill, the median (Table 7) and average (Table 8) score increases as the level of Polish instruction increases. These tables thus provide evidence of the concurrent validity of the PPT as a measure of Polish language proficiency.

Construct Validity

A third way of examining validity is construct validity. The goal of construct validity is to determine whether or not a test measures a single underlying trait. One assumption of the IRT model used to develop and score the PPT is that the items are "unidimensional"; that is, only one examinee ability or trait is necessary to account for performance on the test. The fit statistics provided by the IRT analysis provide evidence of the extent to which unidimensionality exists. Although perfect fit is impossible, it may be argued that if the overwhelming majority of items are appropriately fitting, then there is strong evidence for the construct validity of the test. For each item, a standardized outfit statistic is calculated. One common criterion is to consider any item for which this statistic is above 2.00 or below -2.00 as misfitting. Using this criterion, only 3 of the 50 listening items (6%) and 2 of the 50 reading items (4%) on the final form were misfitting. This high degree of fit provides strong evidence for the construct validity of these measures. In the structure section, 5 of the 35 items (14%) were misfitting. Although 14% represents a higher proportion of misfitting items than for the listening and reading sections, the figure is low enough to lend some support the construct validity for the structure section. It may be noted that one of these five misfitting items has been revised in the final form.

Validity Summary

The above discussion provides evidence for the validity of the PPT. CAL plans to continue research pertinent to the validity of the test and will update the validity information section in the PPT Test Interpretation Manual as appropriate.

6.4 Intercorrelations Among Test Subscores

The three sections of the PPT are designed to measure different skills within the general domain of Polish proficiency. It is expected that these skills are interrelated; i.e., persons

who are highly proficient in one skill area will tend to be proficient in the other skills as well. However, the intercorrelations are not expected to be perfect. If they were, there would be no need to report scores for each section; the subscores would represent the same rather than different aspects of language proficiency.

Table 11 shows the Pearson product-moment correlation coefficients measuring the extent of relationships among the three subsections of the PPT based on scores on the final form of the PPT for the 86 examinees who took all three sections in the field testing.

Table 11
Intercorrelations Among Subscores

	List	Read	Str
Listening	----		
Reading	.84	----	
Structure	.82	.92	----

Table 11 indicates that there is a fairly strong relationship among the skills tested by the three subsections of the test. This relationship is strongest between reading and structure (.92), which may be expected in a highly inflected language as Polish. Nevertheless, it is reasonable to say that each subsection scores provides some unique information about the examinee's proficiency in the Polish language. This pattern of intercorrelations between the test scores helps support the validity of the constructs the PPT claims to measure.

7. Operationalization of the PPT

Throughout the project, CAL staff sought to have the greatest amount of input possible from the Polish language teaching community and to actively disseminate information about the project. Towards the end of the project, the project staff created all the necessary materials to ensure that the PPT could be appropriately operationalized; i.e., that any appropriate individual may administer the test to examinees in his or her program in a smooth and timely manner, that the test administrator would have information on how to interpret test scores, and that steps to safeguard the security of the test would be in place. These materials were described in Section 1.5. This chapter describes some additional steps to disseminate information on the PPT program.

7.1 Information Dissemination During the Project

During the test development phase, efforts were made to inform the Polish language teaching community of the project, and in many cases allowed for their input. A general announcement on the project was developed in response to requests for information. A copy this announcement is supplied as Appendix N: PPT Announcement. In addition, CAL staff made several conference presentations. An outline of dissemination activities to date follows.

A. The Modern Language Journal

An announcement about the project was sent to the News and Notes Editor of the Modern Language Journal for publication.

B. American Association of Slavic and East European Languages

Mr. Xixiang Jiang, the Project Coordinator, delivered a presentation on the PPT development project at the AATSEEL annual conference in San Francisco, December 28-30, 1991.

Mr. Jiang also presented on the completed project at the annual AATSEEL conference in New York on December 28, 1992.

C. George Washington University Colloquium on Foreign Language Testing

Project staff Dorry Mann Kenyon, Rafal Kwiatkowski, and Charles W. Stansfield presented an hour presentation on the PPT entitled "Testing reading and listening proficiency in Polish" on April 10, 1992, at George Washington University in Washington, DC.

D. 50th Anniversary International Congress of the Polish Institute of Arts and Sciences of America

Mr. Xixiang Jiang, delivered a presentation on PPT Project in a session entitled "Teaching Polish Language and Culture" at the annual conference in New Haven, Connecticut, June 18-20, 1992.

7.2 Information Dissemination Following Project Completion

Several steps will be taken to disseminate information about the PPT upon project completion, including the following. An Informational Flyer will be developed and mailed to Polish programs across the country and to members of the American Association of Teachers of Slavic and East European Languages. In addition, copies of this final report will be made available to the public through the ERIC Clearinghouse. Finally, CAL staff will be available to present on the project at relevant venues.

Appendix A

PPT Test Booklet

POLISH PROFICIENCY TEST

General Directions

This is a test of your ability to understand spoken and written Polish. There are three sections in this test: Listening Comprehension, Reading Comprehension and Structure.

In the Listening Comprehension section, you will hear and answer questions about a number of spoken passages in Polish, including single sentences, conversations, radio broadcasts, and other types of passages. In the Reading Comprehension section, you will read and answer questions about a variety of printed materials ranging from one or two words to texts of paragraph length. In the Structure section, you will be asked to complete the missing portion of paragraphs written in Polish, and identify Polish words within paragraphs that must be changed in order for the text to be correct. The test is intentionally challenging, and you are not expected to know the answer to every question.

In each of the three sections of the test, the questions are printed in the test booklet. You are to mark your answer to each question on the separate answer sheet provided. Make no marks on the test booklet itself.

Your score on the test will be based on the number of questions you answer correctly. Throughout the test, it will be to your advantage to answer every question, even though you may not be sure your answer is correct. There is no penalty for guessing.

When marking your answers, be sure that your mark is dark and completely fills the intended answer space. If you make a mistake or wish to change an answer, erase your first answer completely. Questions for which more than one answer is marked will receive no credit.

The Listening Comprehension and Structure sections are each divided into several parts. Additional directions are given at the beginning of each part.

DO NOT OPEN THE TEST BOOKLET UNTIL YOU ARE TOLD TO DO SO.

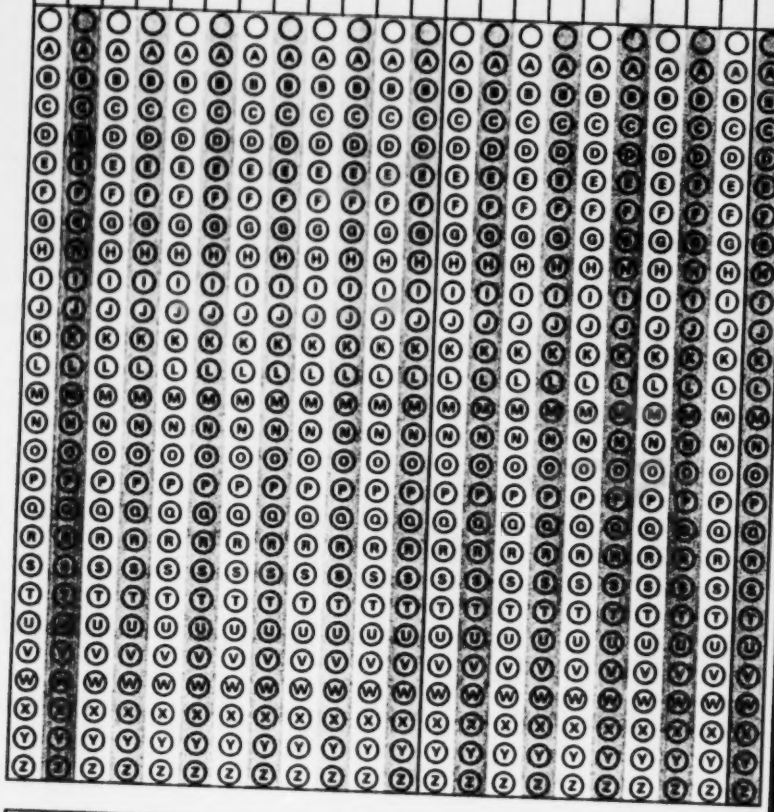
CAL

Appendix B

PPT Answer Sheet

SEE INSTRUCTIONS ON SIDE 2

LAST NAME | FIRST NAME | MI



TEST DATE			SOCIAL SECURITY NUMBER	BIRTH YEAR	CENTER CODE	TEST FORM
MO.	DAY	YR.				
Jan.						
Feb.						
Mar.	0	0				
Apr.	1	1				
May	2	2				
Jun.	3	3				
Jul.		4				
Aug.		5				
Sep.		6				
Oct.		7				
Nov.		8				
Dec.		9				

POLISH PROFICIENCY TEST

Center for Applied Linguistics

SIDE 1

1. **What is your sex?**
   - ○ Male
   - ○ Female
2. **What language is most frequently used in your home?**
   - ○ English
   - ○ Polish
   - ○ Other (specify) _____
3. **Which of the following most appropriately describes the level of your CURRENT or MOST RECENT Polish language class?**
   - ○ Third Year High School
   - ○ Fourth Year High School
   - ○ First Semester College (1st Year Polish)
   - ○ Second Semester College (1st Year Polish)
   - ○ Third Semester College (2nd Year Polish)
   - ○ Fourth Semester College (2nd Year Polish)
   - ○ Fifth Semester College (3rd Year Polish)
   - ○ Sixth Semester College (3rd Year Polish)
   - ○ Seventh Semester College or Above (4th Year Polish or Higher)
   - ○ Other (specify) _____

1 A B C D	11 A B C D	21 A B C D	31 A B C D	41 A B C D
2 A B C D	12 A B C D	22 A B C D	32 A B C D	42 A B C D
3 A B C D	13 A B C D	23 A B C D	33 A B C D	43 A B C D
4 A B C D	14 A B C D	24 A B C D	34 A B C D	44 A B C D
5 A B C D	15 A B C D	25 A B C D	35 A B C D	45 A B C D
6 A B C D	16 A B C D	26 A B C D	36 A B C D	46 A B C D
7 A B C D	17 A B C D	27 A B C D	37 A B C D	47 A B C D
8 A B C D	18 A B C D	28 A B C D	38 A B C D	48 A B C D
9 A B C D	19 A B C D	29 A B C D	39 A B C D	49 A B C D
10 A B C D	20 A B C D	30 A B C D	40 A B C D	50 A B C D

SIDE 2

POLISH PROFICIENCY TEST

	A	B	C	D
51	①	②	③	④
52	①	②	③	④
53	①	②	③	④
54	①	②	③	④
55	①	②	③	④
56	①	②	③	④
57	①	②	③	④
58	①	②	③	④
59	①	②	③	④
60	①	②	③	④
61	①	②	③	④
62	①	②	③	④
63	①	②	③	④
64	①	②	③	④
65	①	②	③	④
66	①	②	③	④
67	①	②	③	④
68	①	②	③	④
69	①	②	③	④
70	①	②	③	④
71	①	②	③	④
72	①	②	③	④
73	①	②	③	④
74	①	②	③	④
75	①	②	③	④
76	①	②	③	④
77	①	②	③	④
78	①	②	③	④
79	①	②	③	④
80	①	②	③	④
81	①	②	③	④
82	①	②	③	④
83	①	②	③	④
84	①	②	③	④
85	①	②	③	④
86	①	②	③	④
87	①	②	③	④
88	①	②	③	④
89	①	②	③	④
90	①	②	③	④
91	①	②	③	④
92	①	②	③	④
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94	①	②	③	④
95	①	②	③	④
96	①	②	③	④
97	①	②	③	④
98	①	②	③	④
99	①	②	③	④
100	①	②	③	④
101	①	②	③	④
102	①	②	③	④
103	①	②	③	④
104	①	②	③	④
105	①	②	③	④
106	①	②	③	④
107	①	②	③	④
108	①	②	③	④
109	①	②	③	④
110	①	②	③	④
111	①	②	③	④
112	①	②	③	④
113	①	②	③	④
114	①	②	③	④
115	①	②	③	④
116	①	②	③	④
117	①	②	③	④
118	①	②	③	④
119	①	②	③	④
120	①	②	③	④
121	①	②	③	④
122	①	②	③	④
123	①	②	③	④
124	①	②	③	④
125	①	②	③	④
126	①	②	③	④
127	①	②	③	④
128	①	②	③	④
129	①	②	③	④
130	①	②	③	④
131	①	②	③	④
132	①	②	③	④
133	①	②	③	④
134	①	②	③	④
135	①	②	③	④

Center for Applied Linguistics

EXAMPLES	IMPORTANT DIRECTIONS FOR MARKING ANSWERS
WRONG 1 ① ⊗ ③ ④ ⑤	• Use #2 pencil only.
WRONG 2 ① ② ◔ ④ ⑤	• Do NOT use ink or ballpoint pens.
WRONG 3 ① ② ③ ◕ ⑤	• Make heavy black marks that fill the circle completely.
RIGHT 4 ① ② ③ ● ⑤	• Erase cleanly any answer you wish to change.
	• Make no stray marks on the answer sheet.

SIGNATURE

TEST BOOKLET NUMBER

DO NOT WRITE IN THIS SPACE

53

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Appendix C

PPT Supervisor's Manual

PPT

POLISH PROFICIENCY TEST

SUPERVISOR'S MANUAL

October 1992

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TABLE OF CONTENTS

page

IMPORTANT INFORMATION ON TEST ADMINISTRATION 1
- Test Security 1
- Communication with CAL 1
- Length of Administration 1
- Order of Administration 2
- Test Center Codes 2

PRIOR TO THE TESTING DATE 3
- Receipt of Test Materials 3
- Checking the Conditions of Test Materials 3
- Distribution of Examinee Handbooks 3
- Arrangements for a Testing Site 3

ON THE TESTING DATE 4
- Materials Needed for Test Administration 4
- Admission to the Testing Room 4
- Seating the Examinees 4
- Prohibited Materials 4

ADMINISTERING THE TEST 5
- Distributing Test Materials 5
- Filling Out the Answer Sheet 5
- One-day Administration 7
  - With Structure Section 7
  - Without Structure Section 7
- Two-day Administration 11
  - With Structure Section 11
  - Without Structure Section 11

AFTER THE TEST 16
- Checking Collected Materials 16
- Returning Test Materials to CAL 16

IMPORTANT INFORMATION ON TEST ADMINISTRATION

Test Security

It is extremely important that the PPT be safeguarded and administered under secure conditions at each participating institution. By agreeing to serve as the supervisor of the test, you assume the responsibility of enforcing test security from the time you receive the test materials until you return them to CAL. It is, therefore, requested that you adhere to the following conditions:

1. Keep all test materials either in your immediate physical possession or in a locked cabinet or other secure area under your control.

2. Do not copy, or allow others to copy, any portion of the test booklet or tape, or make any notes or transcriptions of the test booklet or tape content.

3. Allow only those individuals who are to be tested to see the test materials, and only at the time of test administration and under the specific procedures described in these instructions.

4. Should any irregularities occur, report them in the *Supervisor's Report Form* included in the test package.

Your serving as test supervisor constitutes an implicit agreement to conform with the above conditions. Your cooperation in this important matter is greatly appreciated.

Communication with CAL

If it is necessary to contact CAL by telephone, please call (202) 429-9292 and ask for the PPT coordinator. Correspondence by mail should be addressed to:

Coordinator, Polish Proficiency Test
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
FAX: (202) 659-5641

Length of Administration

The PPT may be administered in either a one-day session lasting approximately 2 1/2 hours or in two sessions lasting about 1 1/2 hours on the first day and an hour on the second day. The times for each section is as follows: about 40 minutes for the Listening Comprehension Section, 50 minutes for the Reading Comprehension Section and 30 minutes for the optional Structure Section. A period of 10 minutes is also needed for examinees to fill in the Personal Information section of the machine-scoreable answer sheet. Please note that it is extremely important that this background information is completed correctly.

Programs placing a high emphasis on developing proficiency and/or decreased importance on grammar may decide to omit the Structure section of the PPT. All scores and norming tables are based solely on section scores, so that ommitting the Structure section will in no way hinder the interpretability or usefulness of test scores. If the Structure section is omitted, the required test administration time is decreased by about 30 minutes.

Order of Administration

In a one-day administration, the PPT will be administered in the order of the PPT test booklet: Listening, Reading and Structure (if included). In a two-day administration, the Listening and Structure (if included) sections are administered on the first day, with the Reading section administered on the second. These options may be diagrammed as followed:

One-day Administration:	Listening -- Reading -- (Structure)	
Two-day Administration:	Day One:	Listening -- (Structure)
	Day Two:	Reading

For the two-day administration, supervisors must collect and store test booklets and answer sheets after the first day and redistribute them on the second.

Test Center Codes

Each participating institution is assigned a 3-digit test center code for data processing purposes. You can find your test center code on the top of the *Test Materials Checklist* enclosed in the package. You will need this information when instructing the examinees to fill out their answer sheets.

PRIOR TO THE TESTING DATE

Receipt of Test Materials

Immediately after you receive the shipment of test materials, verify the contents against the yellow *Test Materials Checklist*. If you find any discrepancy, you should contact CAL immediately for replacement of materials.

After receiving the test materials, be sure to place them in a securely locked area. Do not allow anyone but your designated associate or a responsible official to have access to the storage area.

Checking the Conditions of Test Materials

Although every effort is made to ensure that test materials are in good condition before they are shipped, it is still possible that some defects may escape our attention or may occur during mailing. It is therefore important that you check the condition of the test booklets and test tapes. The following steps are recommended:

1. Check to make sure that all test booklets are properly sealed.
2. Spot-check the test tapes by listening to random segments all the way to the end to make sure that there are no noticeable problems.

Distribution of *Examinee Handbooks*

In order to prepare the examinees for taking the PPT, it is important that you give each examinee a copy of the *Examinee Handbook* before the testing date. The *Examinee Handbook* provides information on the test and supplies some sample and practice test items. You should receive enough copies for your examinees with your order for the test. You may photocopy the *Examinee Handbook* for other interested individuals if you wish, but all other test materials must be kept confidential.

Arrangements for a Testing Site

You should locate a testing site that is comfortable and free from distraction. The listening component of the PPT requires a quiet room with good acoustics throughout and a high-quality cassette playback unit. The small speakers of personal battery-powered cassette recorders are not satisfactory for this purpose. The test can be administered in a language laboratory if there is enough room in the individual booths for the students to place their test booklets and answer sheets flat in front of them. The testing room should be large enough so that examinees can be seated with three feet of space in all directions between all examinees. Make sure that you will have access to the testing site for the TOTAL AMOUNT of time you need it.

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ON THE TESTING DATE

Materials Needed for Test Administration

In addition to the test materials sent to you by CAL, you will need the following items for administering the test:

1. **Playback equipment** for the Listening Comprehension section. Check your playback equipment to make sure that it is functioning properly. Adjust the volume control so that everybody in the room can hear the recording clearly. If the playback unit has a tone control, it should be set to the middle ("flat response") position or adjusted somewhat toward the treble. It should not be turned toward the bass position. Make sure that the tape is completely rewound afterwards. Two identical tapes are provided; you can use either one.

2. **A timer, wristwatch, or other timepiece** capable of being reset during the administration for timing the Reading Comprehension section. Check to make sure that it is functioning properly and has been completely reset to zero (or 12:00). There should always be at least two timepieces in the testing room as a check against mistiming.

3. A few medium-soft (No. 2) black lead **pencils** with erasers. Examinees will have been asked to bring their own pencils, but some may have forgotten to do so. Normally, an amount of pencils equivalent to 20% of the total number of examinees will be sufficient.

Admission to the Testing Room

About ten minutes before the testing starts you can start admitting the examinees into the testing room. If an examinee shows up who did not register with you ahead of time, it is at your discretion to decide whether you wish to admit that examinee. Only those who have paid the $20 testing fee can be allowed to take the test.

All examinees must present proper identification (a photo ID such as a driver's license, student ID, or passport). You must verify that the person who registered for the test is indeed the same individual who takes the test. If an examinee forgets to bring any identification, you should not admit him or her into the testing room. There can be no exceptions to this rule, even if you think you know the examinee very well.

Seating the Examinees

When seating the examinees, direct them to seats at random to avoid any possibility of pre-arranged cheating. They should not be allowed to select their own seats. If at all possible, allow at least one seat between any two examinees.

Prohibited Materials

While taking the test, examinees should have nothing on their desks but their pencils, test booklets, and answer sheets. The use of books, dictionaries, personal recording devices, photographic devices, pens, notes, and papers of any kind is prohibited during the test.

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ADMINISTERING THE TEST

Follow the procedures below when administering the test. ALL INSTRUCTIONS PRINTED IN ITALICS SHOULD BE READ VERBATIM. Do not depart from these directions unless noted otherwise.

Distributing Test Materials

After all examinees have been seated, start distributing the following materials:

1. Standard answer sheets
2. Test booklets

Give the following instructions after the above materials have been distributed:

Please do not open your test booklet. For this test, you are going to give all your answers on the answer sheet. Do not write anything in the test booklet. You must use a No. 2 pencil for marking your answers. If you do not have one, please raise your hand.

Distribute pencils as necessary.

Filling Out the Answer Sheet

Instruct the examinees how to answer the questions by filling out the standardized answer sheet. (Depending on the examinees' degree of familiarity with standardized answer sheets, you may opt to simplify the instructions, or you may want to give some examples on the board.)

This is a machine-scoreable test. You must mark your answers by completely filling in the circle provided; otherwise the machine will not score your test correctly.

All your answers must be put on the answer sheet. Do not mark anything on the test booklet; otherwise, your test score may be cancelled.

This answer sheet has a total of 135 items. The front page has 50 items and the back page has the rest. [Hold up the answer sheet and flip over the two sides.]

Look at side one. In the space marked LAST NAME, print each letter of your last name, and darken the corresponding circle below. [Pause]

In the space marked FIRST NAME, print each letter of your name, and darken the corresponding circle below. [Pause]

In the space marked MI, print the first letter of your middle name, and darken the corresponding circle below. [Pause]

In the space marked TEST DATE, darken the circle that says [give the current month], *then write today's day and year, and darken the circles below.* [Pause]

In the space marked SOCIAL SECURITY NUMBER, write your social security number and darken the circles below. If you do not have a social security number, please leave this space blank. [Pause]

In the space marked BIRTH YEAR, write the year you were born, and darken the circles below. [Pause]

In the space marked CENTER CODE, write the number [see the *Test Materials Checklist* for your test center code] *and darken the circles below.* [Pause]

In the space marked TEST FORM, write "11" and darken the circles below. [Pause]

Next, on the top right hand side of the page, you are asked to answer a few questions about yourself and your Polish studies. This information will not affect your score in any way, nor will it be reported to anyone without eliminating your name. It is used to describe the group of examinees that takes the PPT. Please fill in this information now. [Wait until all have finished]

Now turn to side two. In the box labelled SIGNATURE, sign your name. In the box labelled TEST BOOKLET NUMBER, print the five-digit number printed on the top right corner of your test booklet. [Wait until all have finished]

Are there any questions? [Wait for response]

One-day Administration

With Structure Section

Administering the Listening Comprehension Section

[NOTE: This section is always administered FIRST]

Prepare the examinees to begin the test by saying:

This test consists of three sections: Listening Comprehension, Reading Comprehension, and Structure. The total testing time is about two hours and ten minutes. There will be a short break between the sections.

There are 50 questions in the Listening Comprehension section of this test. Your answers should be recorded on Side 1 of the answer sheet. Always make sure you mark your answer in the correct space on your answer sheet.

We are now ready to begin the test. Please use the end of your pencil with the eraser to break the seal on the test booklet, but do not open the booklet. The Listening Comprehension will be administered by a tape recording. All necessary instructions are on the recording. If you cannot clearly hear the recording, please raise your hand. Otherwise I will not stop the recording until it has come to the end. Any questions? [Wait for response]

Now I will start the tape.

Begin playing the test tape. The tape will start with the words, "This is the Polish Proficiency Test." While these directions are being read, walk about the room to make sure that the tape is clearly audible to all

Without Structure Section

Administering the Listening Comprehension Section

[NOTE: This section is always administered FIRST]

Prepare the examinees to begin the test by saying:

This test consists of two sections: Listening Comprehension and Reading Comprehension. The total testing time is about an hour and a half. There will be a short break between the sections.

There are 50 questions in the Listening Comprehension section of this test. Your answers should be recorded on Side 1 of the answer sheet. Always make sure you mark your answer in the correct space on your answer sheet.

We are now ready to begin the test. Please use the end of your pencil with the eraser to break the seal on the test booklet, but do not open the booklet. The Listening Comprehension will be administered by a tape recording. All necessary instructions are on the recording. If you cannot clearly hear the recording, please raise your hand. Otherwise I will not stop the recording until it has come to the end. Any questions? [Wait for response]

Now I will start the tape.

Begin playing the test tape. The tape will start with the words, "This is the Polish Proficiency Test." While these directions are being read, walk about the room to make sure that the tape is clearly audible to all

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examinees and make any necessary adjustments. The total playing time is approximately 40 minutes. Please do not leave the testing room during this time. During the playing of the test tape, it would be advisable to walk quietly around the room to make sure that the playback volume is satisfactory and that the examinees are filling in their answer sheet properly.

At the end of the tape, the announcer will say: "This is the end of the Listening Comprehension section. Please close your test booklet and wait for further instructions." You should now stop the tape and say:

We will now have a short rest break. Please insert your answer sheet in your test booklet and close your booklet. We will begin the next section of the test in three minutes. [You may leave the room if you wish.]

Administering the Reading Comprehension Section

Begin the Reading Comprehension section of the test by saying:

There are 50 questions in the Reading Comprehension section of this test. Your answers should be recorded on Side 2 of the answer sheet, beginning with question 51. Always make sure you mark your answer in the correct space on your answer sheet.

We will now start the Reading Comprehension section. Please turn to page 9 in your test booklet and find "Section II - Reading Comprehension." There is a total working time of 50 minutes for this section. You may begin working on this section as soon as you have finished reading the directions.

[START TIMER IMMEDIATELY]

examinees and make any necessary adjustments. The total playing time is approximately 40 minutes. Please do not leave the testing room during this time. During the playing of the test tape, it would be advisable to walk quietly around the room to make sure that the playback volume is satisfactory and that the examinees are filling in their answer sheet properly.

At the end of the tape, the announcer will say: "This is the end of the Listening Comprehension section. Please close your test booklet and wait for further instructions." You should now stop the tape and say:

We will now have a short rest break. Please insert your answer sheet in your test booklet and close your booklet. We will begin the next section of the test in three minutes. [You may leave the room if you wish.]

Administering the Reading Comprehension Section

Begin the Reading Comprehension section of the test by saying:

There are 50 questions in the Reading Comprehension section of this test. Your answers should be recorded on Side 2 of the answer sheet, beginning with question 51. Always make sure you mark your answer in the correct space on your answer sheet.

We will now start the Reading Comprehension section. Please turn to page 9 in your test booklet and find "Section II - Reading Comprehension." There is a total working time of 50 minutes for this section. You may begin working on this section as soon as you have finished reading the directions.

[START TIMER IMMEDIATELY]

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After 40 minutes, inform examinees of the time remaining [Do NOT stop and reset the timer]:

There are 10 minutes remaining in this section.

After 45 minutes, inform examinees:

There are 5 minutes remaining in this section.

After 50 minutes, inform examinees:

This is the end of this section of the test. Please stop working now. We will now have a short rest break. Please insert your answer sheet in your test booklet and close your booklet. We will begin the next section of the test in three minutes. [You may leave the room if you wish.]

Administering the Structure Section

Begin the Structure section of the test by saying:

There are 35 questions in the Structure section of this test. Your answers should be recorded on Side 2 of the answer sheet, beginning with question 101. Always make sure you mark your answer in the correct space on your answer sheet.

We will now start the Structure section of this test. Please turn to page 25 in your test booklet and find "Section III - Structure." There is a total working time of 30 minutes for this section. You may begin working on this section as soon as you have finished reading the directions.

[START TIMER IMMEDIATELY]

After 40 minutes, inform examinees of the time remaining [Do NOT stop and reset the timer]:

There are 10 minutes remaining in this section.

After 45 minutes, inform examinees:

There are 5 minutes remaining in this section.

After 50 minutes, inform examinees:

This is the end of the test. Please stop working now. Look over your answer sheet carefully. Be sure all the marks you made are dark and heavy. Erase any marks on your test booklet. [Pause]

Please insert your answer sheet in your test booklet and close your booklet. Do not leave the room until you are told to do so.

Finishing the Test

Immediately collect the test booklet from each examinee, making sure that the answer sheet has been inserted. Be sure to account for all test booklets distributed. When all test booklets and answer sheets have been accounted for, the examinees may be dismissed.

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After 25 minutes, inform examinees of the time remaining [Do NOT stop and reset the timer]:

> *There are 5 minutes remaining in this section of the test.*

After 30 minutes, inform examinees:

> *This is the end of test. Please stop working now. Look over your answer sheet carefully. Be sure all the marks you made are dark and heavy. Erase any marks on your test booklet.* [Pause]
>
> *Please insert your answer sheet in your test booklet and close your booklet. Do not leave this room until you are told to do so.*

Finishing the Test

Immediately collect the test booklet from each examinee, making sure that the answer sheet has been inserted. Be sure to account for all test booklets distributed. When all test booklets and answer sheets have been accounted for, the examinees may be dismissed.

Two-day Administration

With Structure Section

DAY ONE

Administering the Listening Comprehension Section

[NOTE: This section is always administered FIRST]

Prepare the examinees to begin the test by saying:

This test consists of three sections: Listening Comprehension, Reading Comprehension, and Structure. Today you will take Listening Comprehension Section and the Structure Section. The total testing time is about 70 minutes. There will be a short break between the sections.

There are 50 questions in the Listening Comprehension section of this test. Your answers should be recorded on Side 1 of the answer sheet. Always make sure you mark your answer in the correct space on your answer sheet.

We are now ready to begin the test. Please use the end of your pencil with the eraser to break the seal on the test booklet, but do not open the booklet. The Listening Comprehension will be administered by a tape recording. All necessary instructions are on the recording. If you cannot clearly hear the recording, please raise your hand. Otherwise I will not stop the recording until it has come to the end. Any questions? [Wait for response]

Now I will start the tape.

Without Structure Section

DAY ONE

Administering the Listening Comprehension Section

[NOTE: This section is always administered FIRST]

Prepare the examinees to begin the test by saying:

This test consists of two sections: Listening Comprehension and Reading Comprehension. Today you will take the Listening section. The total testing time is about 40 minutes.

There are 50 questions in the Listening Comprehension section of this test. Your answers should be recorded on Side 1 of the answer sheet. Always make sure you mark your answer in the correct space on your answer sheet.

We are now ready to begin the test. Please use the end of your pencil with the eraser to break the seal on the test booklet, but do not open the booklet. The Listening Comprehension will be administered by a tape recording. All necessary instructions are on the recording. If you cannot clearly hear the recording, please raise your hand. Otherwise I will not stop the recording until it has come to the end. Any questions? [Wait for response]

Now I will start the tape.

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Begin playing the test tape. The tape will start with the words, "This is the Polish Proficiency Test." While these directions are being read, walk about the room to make sure that the tape is clearly audible to all examinees and make any necessary adjustments. The total playing time is approximately 40 minutes. Please do not leave the testing room during this time. During the playing of the test tape, it would be advisable to walk quietly around the room to make sure that the playback volume is satisfactory and that the examinees are filling in their answer sheet properly.

At the end of the tape, the announcer will say: "This is the end of the Listening Comprehension section. Please close your test booklet and wait for further instructions." You should now stop the tape and say:

> *We will now have a short rest break. Please insert your answer sheet in your test booklet and close your booklet. We will begin the next section of the test in three minutes. [You may leave this room if you wish.]*

Administering the Structure Section

Begin the Structure section of the test by saying:

> *There are 35 questions in the Structure section of this test. Your answers should be recorded on Side 2 of the answer sheet, beginning with question 101. Always make sure you mark your answer in the correct space on your answer sheet.*

Begin playing the test tape. The tape will start with the words, "This is the Polish Proficiency Test." While these directions are being read, walk about the room to make sure that the tape is clearly audible to all examinees and make any necessary adjustments. The total playing time is approximately 40 minutes. Please do not leave the testing room during this time. During the playing of the test tape, it would be advisable to walk quietly around the room to make sure that the playback volume is satisfactory and that the examinees are filling in their answer sheet properly.

At the end of the tape, the announcer will say: "This is the end of the Listening Comprehension section. Please close your test booklet and wait for further instructions." You should now stop the tape and say:

> *This is the end of the test for the day. Please stop working now. Look over your answer sheet carefully. Be sure all the marks you made are dark and heavy. Erase any marks on your test booklet.* [Pause]
>
> *Please insert your answer sheet in your test booklet and close your booklet. Do not leave this room until you are told to do so.*

Finishing the Test [Day One]

Immediately collect the test booklet from each examinee, making sure that the answer sheet has been inserted. Be sure to account for all test booklets distributed. When all test booklets and answer sheets have been accounted for, and when the examinees are reminded of the next testing date, the examinees may be dismissed.

We will now start the Structure section of this test. Please turn to page 25 in your test booklet and find "Section III - Structure." There is a total working time of 30 minutes for this section. You may begin working on this section as soon as you have finished reading the directions.

[START TIMER IMMEDIATELY]

After 25 minutes, inform examinees of the time remaining [Do NOT stop and reset the timer]:

There are 5 minutes remaining in this section of the test.

After 30 minutes, inform examinees:

This is the end of the test. Please stop working now. Look over your answer sheet carefully. Be sure all the marks you made are dark and heavy. Erase any marks on your test booklet. [Pause]

Please insert your answer sheet in your test booklet and close your booklet. Do not leave this room until you are told to do so.

Finishing the Test [Day One]

Immediately collect the test booklet from each examinee, making sure that the answer sheet has been inserted. Be sure to account for all test booklets distributed. When all test booklets and answer sheets have been accounted for, and when the examinees are reminded of the next testing date, the examinees may be dismissed.

DAY TWO

After all examinees have been seated, distribute the standard answer sheets and test booklets to the students, making sure they each receive their own copy.

Give the following instructions after the materials have been distributed:

Please do not open your test booklet. For this test, you are going to give all your answers on the answer sheet. Do not write anything on the test booklet. You must use a No.2 pencil for marking your answers. If you do not have one, please raise your hand.

Distribute pencils as necessary.

Administering the Reading Comprehension Section

Begin the Reading Comprehension section of the test by saying:

There are 50 questions in the Reading Comprehension section of this test. Your answers should be recorded on Side 2 of the answer sheet, beginning with question 51. Always make sure you mark your answer in the correct space on your answer sheet.

We will now start the Reading Comprehension section. Please turn to page 9 in your test booklet and find "Section II - Reading Comprehension." There is a total working time of 50 minutes for this section. You may begin working on this section as soon as you have finished reading the directions.

[START TIMER IMMEDIATELY]

DAY TWO

After all examinees have been seated, distribute the standard answer sheets and test booklets to the students, making sure they each receive their own copy.

Give the following instructions after the materials have been distributed:

Please do not open your test booklet. For this test, you are going to give all your answers on the answer sheet. Do not write anything on the test booklet. You must use a No.2 pencil for marking your answers. If you do not have one, please raise your hand.

Distribute pencils as necessary.

Administering the Reading Comprehension Section

Begin the Reading Comprehension section of the test by saying:

There are 50 questions in the Reading Comprehension section of this test. Your answers should be recorded on Side 2 of the answer sheet, beginning with question 51. Always make sure you mark your answer in the correct space on your answer sheet.

We will now start the Reading Comprehension section. Please turn to page 9 in your test booklet and find "Section II - Reading Comprehension." There is a total working time of 50 minutes for this section. You may begin working on this section as soon as you have finished reading the directions.

[START TIMER IMMEDIATELY]

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After 40 minutes, inform examinees of the time remaining [Do NOT stop and reset the timer]:

There are 10 minutes remaining in this section.

After 45 minutes, inform examinees:

There are 5 minutes remaining in this section.

After 50 minutes, inform examinees:

This is the end of this test. Please stop working now. Look over your answer sheet carefully. Be sure all the marks you made are dark and heavy. Erase any marks on your test booklet. [Pause]

Please insert your answer sheet in your test booklet and close your booklet. Do not leave this room until you are told to do so.

Finishing the Test [Day Two]

Immediately collect the test booklet from each examinee, making sure that the answer sheet has been inserted. Be sure to account for all test booklets distributed. When all test booklets and answer sheets have been accounted for, the examinees may be dismissed.

After 40 minutes, inform examinees of the time remaining [Do NOT stop and reset the timer]:

There are 10 minutes remaining in this section.

After 45 minutes, inform examinees:

There are 5 minutes remaining in this section.

After 50 minutes, inform examinees:

This is the end of this test. Please stop working now. Look over your answer sheet carefully. Be sure all the marks you made are dark and heavy. Erase any marks on your test booklet. [Pause]

Please insert your answer sheet in your test booklet and close your booklet. Do not leave this room until you are told to do so.

Finishing the Test [Day Two]

Immediately collect the test booklet from each examinee, making sure that the answer sheet has been inserted. Be sure to account for all test booklets distributed. When all test booklets and answer sheets have been accounted for, the examinees may be dismissed.

AFTER THE TEST

Checking Collected Materials

Immediately after you have finished administering the test, please do the following:

1. Completely rewind the test tape.

2. Separate the answer sheets from the test booklets.

3. Scan the answer sheets to make sure that all sections have been filled in properly.

4. Flip through the test booklets to make sure that there are no pencil marks or missing pages. Report any defective or missing test booklets or test tapes on the *Supervisor's Report Form*. Also be sure to include any other irregularities such as cheating (give the examinee's name), malfunctioning equipment, mistiming, absence of examinees due to illness, etc.

5. Compare the test booklet number on each examinee's test booklet against the number on side two of the answer sheet to make sure they are the same.

Returning Test Materials to CAL

Within three days after the test is given, please return the materials requested on the *Test Materials Checklist* to CAL. Be sure to check off all materials being returned on the *Test Materials Checklist* and fill out and sign *Supervisor's Report Form*. Your comments and suggestions can be placed on the back of the *Supervisor's Report Form*. These comments, regarding any aspect of the test including time allotment, clarity of the instructions and questions, etc., are all highly appreciated.

THANK YOU FOR YOUR ASSISTANCE!

Appendix D

PPT Examinee Handbook

PPT

(POLISH PROFICIENCY TEST)

EXAMINEE HANDBOOK

Preliminary Edition

Fall, 1992

This handbook is for your use in preparing for the Polish Proficiency Test (PPT). It contains a description of the test, instructions for registering for the test, procedures to follow on the day of the test, information about your scores, and sample test questions. Please familiarize yourself with the information in this handbook before taking the test and retain it for use in interpreting your test score.

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GENERAL INFORMATION

The *Polish Proficiency Test* (PPT) was developed by the Division of Foreign Language Education and Testing at the Center for Applied Linguistics (CAL) in 1992 with the collaboration of Polish language scholars and teachers in the United States and Canada. Funding for the test development project was provided through a grant from the U.S. Department of Education.

The PPT is designed to evaluate the level of proficiency in Polish attained by American and other English-speaking learners of Polish. The test is designed to be most appropriate for students who have completed one or more years of Polish language study at the college level (or its equivalent).

Scores from the PPT can be used in making screening and placement decisions related to the following:

- admission to a Polish study program
- placement within a Polish study program
- exemption from a Polish language requirement
- application for a scholarship or an appointment
- competency testing upon exit from a Polish program
- certification of Polish language proficiency for career placement

The PPT consists of 135 4-option multiple-choice items. Each examinee receives a test booklet containing the test questions and a separate, machine-scoreable answer sheet. All responses to the multiple-choice items are indicated on this sheet.

The PPT is divided into three sections: Listening Comprehension (50 items), Reading Comprehension (50 items) and Structure (35 items). In the **Listening Comprehension** section, you will hear listening passages consisting of utterances spoken by a single individual, excerpts from conversations between two speakers, and longer single-speaker passages such as news broadcasts, advertisements, public interest announcements and so forth. Following each passage in Polish, you will be asked a question in English for which you must choose the correct answer from among four options printed in English in the test booklet.

Each item in the **Reading Comprehension** section will present you with a Polish text, followed by a question about the text and four possible responses, printed in English. This section is designed to assess your ability to understand a variety of printed texts ranging from a few words (e.g., street or store-front signs, announcements) to passages of paragraph length (e.g., excerpts from newspaper or magazine articles, personal and official correspondence, popular stories).

The **Structure** section has two parts. In the first, you must choose from among four options the correct word or phrase that is missing from a text. In the second, you must indicate from among four underlined words which one contains an error.

Questions to all items are printed in a single test booklet. Your answers will be marked on a separate machine-scoreable answer sheet. Making any marks on the test booklet may result in cancellation of your test score. The total testing time for the PPT is approximately two and a half hours.

Sample items from the PPT appear in the Appendix of this manual. Carefully study the directions and the sample items. They will give you a good idea of the types of questions you will find on the actual PPT.

REGISTERING FOR THE TEST

The PPT is administered only through colleges or other institutions that offer a Polish study program. There are two ways to register: institutional and individual registration. If your instructor or institution has arranged for you to take the test (institutional registration), your institution will inform you of the date, time, and location of testing and of any testing fees you may be charged.

If you wish to register for the test as an individual, you must first contact a local institution and register there with a test supervisor, who will administer the test. The date and time you select to take the test will be arranged by the supervisor at your mutual convenience. Your test supervisor may be a Polish instructor at your school. If you are not currently enrolled in any Polish language program, you may contact the Coordinator of the *Polish Proficiency Test* at CAL (202-429-9292) and request the names of institutions in your area at which you may be able to take the test.

When registering for the test, you will need to bring with you a photo identification card (driver's license, student ID, or passport). You will also be asked to give your name and social security number to the test supervisor. The current testing fee for the PPT is $20, which you may pay to the supervisor by cash or check when you register or when you report to the testing center on the day of the test. If you choose to pay by check, confirm with your supervisor whether the check should be made payable to the supervisor or to the participating institution. **Do not write a check to CAL.** Some institutions may cover the testing fee on your behalf, in which case you would not need to pay any fee.

PREPARING FOR THE TEST

As a test of general language proficiency, the PPT is not based on any particular textbook or course of study, but on the kinds of language-use situations that are encountered in real-life contexts outside of the academic setting. Because this type of proficiency can be achieved only through continued study and practice with the language, it will probably not be helpful for you to study intensively any particular textbook just prior to taking the test. The suggested preparation for the test is to carefully study the test directions and sample questions in this handbook until you are thoroughly familiar with the testing procedures and question types used in the test you will be taking.

On the day of the test, you must report to the testing center at least 10 minutes before the test is scheduled to begin; no one will be admitted after the test has begun. Remember to bring the following items with you:

1. a photo ID (driver's license, student ID, or passport);
2. $20 testing fee (if it is not waived by your institution and you have not prepaid during registration); and
3. several sharpened medium-soft (No. 2) pencils with erasers.

If you forget to bring the first two items, you will not be admitted to the testing room. There can be no exceptions to this rule.

The following materials are prohibited in the testing room: books, dictionaries, personal recording devices, photographic devices, pens, notes, and papers. Any cheating (giving or receiving assistance, taking the test for someone else, copying or recording any test material, etc.) will result in dismissal from the testing room and cancellation of your test scores. The testing fee will not be refunded under such circumstances.

REQUESTING SCORE REPORTS

After the test has been administered, the Center for Applied Linguistics will score the test and send a score report roster to the institution. You may then check with the institution for your test results. The time between CAL's receipt of the completed test materials and the sending out of the score roster is about 2-3 weeks.

CAL also provides score reporting services to individual examinees for the purpose of official certification of their Polish language proficiency. This official score report can be sent either to you or to an institution you designate. You must use the *Request Form for Official Score Reports* on the last page of this handbook. Mail this form with $6.00 for each score report to be sent to the Coordinator, *Polish Proficiency Test*, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037. Payment may be made with a check drawn on a bank in the U.S. or by money order. Score reports will be sent within 2 weeks following receipt of your request.

INTERPRETING YOUR TEST SCORES

The Meaning of the Score on the PPT Scale

Scores on the PPT for Listening, Reading and Structure are reported as scores on the PPT Scale. The scaled scores are based on your Polish language proficiency as demonstrated by the **difficulty** of the items you answered correctly, rather than only on the **number** of items you answered correctly.

Scores on the PPT Scale can be understood in several ways. First, a score on the PPT Scale can be interpreted in a normative manner directly. This means that your scaled score can be compared to the scores of a group of 70 examinees typical of North American students studying Polish at the college level in any given year. Sixty-seven percent of this group were in their first year of Polish study, 24% were in their second, and 9% were in their third (or higher) year. Forty-eight percent were male and 52% were female. Fifty-eight percent were of Polish ethnicity. Sixty-four percent of the group indicated that they spoke no Polish at home, while 3% spoke Polish at home "most of the time," 6% spoke Polish at home "less than half the time," and 27% spoke Polish "very infrequently" at home.

A score of 100 on any section reflects the average (mean) performance of these 70 students on the PPT. If you scored 100 on any section, you have demonstrated average proficiency when compared to this group. In statistical terminology, each 20 points on the PPT Scale is equal to a standard deviation. This means that approximately 95% of all scores from a group of examinees comparable to the norm group will fall in the range from 60 to 140 on the PPT Scale.

Using the Table of Quartile Distributions

To better compare your scores with those of examinees in your year of study, use Table 1, which provides quartile scores on the PPT Scale for examinees in the first, second, or third (or more) year of Polish language study. Quartiles represent the bottom, second, third and top quarter of the score distribution. If your score places you in the second quartile, this indicates that you performed in the second 25% of all students in your subgroup, and better than the bottom 25% of all the examinees in that subgroup. A score in the fourth quartile indicates that you scored in the top 25% of all other examinees in the subgroup; i.e., better than 75% of all other examinees.

To use Table 1, first categorize yourself as either a first, second, or third (or more) year student of Polish. Then find the category in the table that contains your Listening, Reading or Structure section score. Finally, look over in the left-most column to find the quartile corresponding to your score.

Table 1
Quartile Distributions for the PPT
by PPT Section and Year of Study

	First Year			Second Year			Third Year or Higher		
Quartile	List	Read	Str	List	Read	Str	List	Read	Str
4th (76-100%)	99 and above	105 and above	106 and above	121 and above	119 and above	123 and above	139 and above	144 and above	154 and above
3rd (51-75%)	92-98	93-104	93-105	105-120	107-118	110-122	130-138	127-143	122-153
2nd (26-50%)	83-91	83-92	84-92	97-104	99-106	104-109	101-129	109-126	108-121
1st (1-25%)	82 and below	82 and below	83 and below	96 and below	98 and below	103 and below	100 and below	108 and below	107 and below

For example, if you are a student in a first year college-level Polish class and received a PPT Scale score of 95 on the Listening Comprehension section, you would first look under the column for first year students, then find the column for listening and under this column, find the score group that contains your score. Your score of 95 is contained in the 92-98 range. This corresponds in the left hand column to the third quartile. Thus, you know you have scored above 50% of all first-year examinees in the Listening Comprehension section, but below the top 25% of students in first year Polish. Note that your PPT Scale score of 95, when compared with the 70 examinees in the norming group, indicates you scored below their average score of 100.

Using the Group Means for Polish, non-Polish Speakers

A number of Polish language students use Polish in the home. Such examinees may have an advantage on a test of general language proficiency. However, since these examinees formed only a small minority of the total number of students in the norming group, and since they do comprise a part of the total group of North American students studying Polish, they were included in Table 1. Nonetheless, you may want to understand the meaning of your test scores

in terms of whether you speak Polish at home or not. Table 2 presents the average PPT Scale score for each section by year of study for examinees who indicated that they do not generally speak Polish at home (labeled English) and for those who indicated that Polish is spoken about half the time or more (labeled Polish). If no average is shown, there were not enough members in the subgroup to calculate a reliable average score.

Table 2
Mean Scores on the PPT Scale
by Level and Home Language

	Listening		Reading		Structure	
Year of Study	English	Polish	English	Polish	English	Polish
First Year	92	---	93	96	94	96
Second Year	107	---	107	---	110	---
Third Year (or higher)	124	---	119	130	121	129

To use Table 2, find the subgroup to which you belong and compare your score to that subgroup's mean score. For example, if you were a third-year student who scored 125 on the Reading Comprehension section and speak Polish at home, your score would place you slightly below the mean of 130 for your peers. On the other hand, if in the same situation you belonged to the "English" category, your score of 125 would be somewhat above the average of 119.

APPENDIX

Practice Questions for the Polish Proficiency Test (PPT)

Directions:

In this Appendix, you will find the actual test directions followed by practice items for each of the types of questions found in the PPT. Carefully work through these items as if you were taking the actual test. Answers to these items appear at the end of this section.

Remember: Your score on the test will be based only on questions you answer correctly, so it will be to your advantage to answer every question, even though you may not be sure that your answer is correct. There is no penalty for guessing.

Listening Comprehension Section

NOTE: All spoken material for this section is contained on a tape recording which will be played to you at the time of testing. For the practice questions below, the material printed *in italics* represents **spoken** passages that will **not** appear in print. Inside the small brackets, [W] indicates a woman's voice, [M] a man's voice, and [A] the English announcer's voice.

Part One

Directions: For each question in this part, you will hear a short spoken statement or question in Polish, followed by a spoken question about it in English. From the four choices, labeled A through D, printed in your test booklet, choose the one that correctly answers the question and mark the corresponding space on your answer sheet. Listen to the following example:

[W] *Mamusiu, Tatusiu, wychodzę do kina z koleżankami.*

[A] *With whom is the speaker going to the movies?*

(A) Parents
(B) Friends
(C) Brothers
(D) Sisters

Of the four choices, B, "Friends," is the correct answer to the question, "With whom is the speaker going to the movies?" If this were one of the test questions, you would mark the space labeled B on your answer sheet.

For each question in this part and throughout the test, mark only one of the four spaces, A, B, C, or D.

1. [W] *Prosimy do stołu.*

   [A] *Where would this statement most likely be heard?*

1. (A) In a home
   (B) At a ticket counter
   (C) In a furniture store
   (D) In a classroom

2. [M] *Mamy szalenie dużo wypadków. Ludzie jeżdżą nieuważnie. Większość z tych wypadków, które załatwiamy, nie powinna mieć zupełnie miejsca.*

2. [A] *What is the most likely profession of this speaker?*

   (A) Scientist
   (B) Journalist
   (C) Police officer
   (D) Teacher

Part Two

Directions: For each question in this part, you will hear a short conversation in Polish between two speakers. The conversation will immediately be followed by a spoken question about it in English. From the four choices printed in your test booklet, choose the one that correctly answers the question and mark the corresponding space on your answer sheet. Listen to the following example:

[W] *Przepraszam bardzo, ile kosztuje ta szynka?*
[M] *2000 złotych kilo.*
[F] *Poproszę pół kilo.*

[A] *What does the woman want to know about the item?*

(A) Its price
(B) Its size
(C) Its weight
(D) Its quality

The correct answer to this sample item is A, "Its price."

3. [W] *Tu są takie warunki, że w żadnym normalnym cywilizowanym kraju takie targowisko by nie istniało. Czy to można zmienić, pana zdaniem?*

[M] *Tak, można zmienić, przy odrobinie dobrej woli właścicieli tego targowiska, jak i władz dzielnicy.*

[A] *According to the man, who needs to cooperate to solve the problems of the market?*

3. (A) The police and the owners of the market
(B) The police and the inhabitants of the district
(C) The owners of the market and the local authorities
(D) The inhabitants and the local authorities

4. [M] *Jak tam twoja Marysia uczy się w szkole w tym roku?*

[W] *No wiesz, w tym roku poszła już do nowego liceum, ale okazało sie, że poziom z matematyki jest o wiele niższy niż myśleliśmy. Wybraliśmy to liceum bo było blisko, ale w przyszłym roku zdecydujemy się ją przenieść do liceum z rozszerzonym programem matematycznym.*

[A] *According to the woman, on which basis did she initially choose the school for her daughter?*

4. (A) Its location
(B) Its program
(C) Its teachers
(D) Its reputation

Part Three

Directions: In this part, you will listen to a variety of spoken passages in Polish, including radio broadcasts, announcements, and other types of material. After each passage, you will hear a spoken question about it in English. From the four choices printed in your test booklet, choose the one that correctly answers the question and mark the corresponding space on your answer sheet.

There is no example question for this part.

5. [W] *A w naszym programie już za chwilę nowy film angielski.*

   [A] *When would this television announcement most likely be heard?*

5. (A) Before a news program
   (B) During a sports event
   (C) Before a feature movie
   (D) After a documentary

6. [W] *Do historii przechodzi istniejąca od ponad czterdziestu lat łódzka Orkiestra Polskiego Radia i Telewizji. Pozostawia po sobie tysiące nagrań magnetofonowych i płytowych. Orkiestrę wyparły z anteny nagrania zagranicznej konkurencji.*

   [A] *What is the main topic of this news item?*

   (A) The closing of a radio station
   (B) The anniversary of a record company
   (C) The disbanding of an orchestra
   (D) The reissuing of old tapes and records

Reading Comprehension Section

Total Testing Time: 50 minutes

Directions: This section consists of printed Polish texts ranging in length from a few words to short paragraphs. Following each is a question in English. On the basis of the information given in the Polish text, choose the correct answer, (A), (B), (C), or (D), to each question. Then mark the corresponding letter on your answer sheet next to the number of the question.

There is no example question for this part. Begin work as soon as you have understood these directions. You will have 50 minutes to complete this section.

Premier na Dalekim Wschodzie

7. The article following this newspaper headline most probably discusses

   (A) an election
   (B) an official visit
   (C) a meeting with advisors
   (D) a political faux pas

- -

Polska liczy obecnie ponad 32 miliony mieszkańców i pod względem liczebności zajmuje siódme miejsce w Europie i dziewiętnaste w świecie.

8. According to this passage (written in 1970), which position in the world does Poland occupy in terms of population?

   (A) Sixth
   (B) Seventh
   (C) Twelfth
   (D) Nineteenth

Pierwszym 50 Czytelnikom, którzy już w najbliższy piątek, 6 września, w godz. 15-16. odwiedzą naszą redakcję, fundujemy – z okazji jubileuszu 45-lecia „Expressu Wieczornego" – bilety na sobotnio-niedzielne dyskoteki w studenckim klubie „STODOŁA" przy ul. Batorego

9. According to this contest announcement, what must readers do to win the prize?

   (A) Participate in a dance
   (B) Write an essay
   (C) Visit an office
   (D) Purchase special tickets

- -

Całkowicie lub częściowo niewykorzystane bilety powinny być przedstawione w celu uzyskania zwrotu opłaty w okresie 30 dni od daty wygaśnięcia ich ważności. Zwrotu za bilet dokonuje to biuro, w którym został on wystawiony i opłacony.

10. What procedure does this information found on an airline ticket explain?

    (A) How to exchange the ticket
    (B) How to reconfirm reservations
    (C) How to get a refund
    (D) How to label luggage

Structure Section

Total Testing Time: 30 minutes

General Directions: The Structure section is composed of two parts. The total testing time for the section is 30 minutes. Go directly to Part Two after you finish Part One.

Part One

Directions: In this part there are five Polish passages, each with five missing portions. The missing portions are indicated by an underlined item number. Beneath each passage are five items labeled with item numbers corresponding to those in the passage. For each item, choose one of the four options, (A), (B), (C), or (D), which completes the missing portion of the passage in a meaningful and grammatically correct way. Then mark the corresponding letter on your answer sheet next to the number of the missing portion.

Study the following example:

29 bm. przypada 50 rocznica śmierci Ignacego Paderewskiego. Tego właśnie dnia Teatr Wielki ___Ex1___ z premierą jedynej jego opery, „Manru". Libretto Alfreda Nossiga oparte jest na ___Ex2___ popularnej powieści Józefa Ignacego Kraszewskiego „Chata za wsią".

Jest to ostatnia premiera Teatru Wielkiego w tym sezonie, a już w lipcu i sierpniu--przerwa urlopowa.

Ex1. (A) występować
(B) występują
(C) występuję
(D) występuje

Ex2. (A) motywy
(B) motywach
(C) motywami
(D) motywów

For Ex1, the correct answer is (D) and for Ex2, the correct answer is (B). These are the only choices that complete the missing portions of the passage in a meaningful and grammatically correct way. Begin work on this part as soon as you have understood the directions.

W ciągu ___11___ lat żołnierze zawodowi i rezerwiści zobowiązani są ___12___ ponownej przysięgi wojskowej, która będzie się kończyła ___13___ „Tak mi dopomóż Bóg". Żołnierz składający przysięgę może ___14___ od wypowiedzenia ostatniego zdania roty - zadecydował ___15___ czwartkowego posiedzenia Parlament.

11. (A) pięć
    (B) piątka
    (C) pięciu
    (D) piątką

12. (A) złożeniem
    (B) aby złożyć
    (C) złożony
    (D) do złożenia

13. (A) słów
    (B) słowem
    (C) słowach
    (D) słowami

14. (A) przestąpić
    (B) odstąpić
    (C) przystąpić
    (D) wstąpić

15. (A) na czas
    (B) do
    (C) podczas
    (D) od

Part Two

Directions: In this part, there are three Polish passages, each with five numbered lines. In each numbered line, there are four underlined words. These are marked (A), (B), (C), and (D). Find the **ONE** underlined word that must be changed in order for the line to be grammatically correct. Then find the number of the line on your answer sheet and mark the letter that corresponds to your answer.

Study the following example:

Od pierwszego lipca importerzy piwa i wina muszą mieć specjalne

Ex3. pozwolenia na przywóz. Pozwolenie taki mogą dostać tylko osoby,
(A) (B) (C) (D)

Ex4. które ma licencję ministra rynku wewnętrznego na obrót
(A) (B) (C) (D)
hurtowy napojami alkoholowymi. Ograniczenie jest tymczasowe i

obowiązuje do 31 grudnia bieżącego roku.

In Ex3, choice (B) should read "takie" in order to make the line grammatically correct. Therefore you should mark answer (B) on your answer sheet. In Ex4, choice (A) should read "mają" for the line to be grammatically correct. You should mark answer (A) on your answer sheet. Begin this part of the test as soon as you have understood the directions.

- A czy z czasem pani obrazy zmieniają się?

- 16. Niewiele, dawniej były podobni, może jedynie trochę spokojniejsze,
(A) (B) (C) (D)

17. może bardziej narracyjne, na pewnym bardziej słodkie. Ale trudno mi
(A) (B) (C) (D)

18. o tym opowiadam. Ten sam problem miałam na obronie dyplomu.
(A) (B) (C) (D)

19. Komisja pytała mnie, co mam dla powiedzenia.
(A) (B) (C) (D)

20. Powiedziałam im, że nic, widać natomiast, co mam do pokazywania.
(A) (B) (C) (D)

Answers to Practice Questions

1. A	6. C	11. C	16. B
2. C	7. B	12. D	17. B
3. C	8. D	13. D	18. A
4. A	9. C	14. B	19. C
5. C	10. C	15. C	20. A

Polish Proficiency Test

REQUEST FORM FOR OFFICIAL SCORE REPORTS

Print the required information below and enclose a check or money order for $6.00 made payable to *PPT/Center for Applied Linguistics* for **each** score report you request (i.e., $6.00 if requesting one score report, $12.00 if requesting two). Detach and mail this form together with the correct payment to: Coordinator, Polish Proficiency Test, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.

Examinee Name: _____
Last First MI

Social Security Number: _____

Test date: _____/_____ (month / year)

Testing Center: _____

Test Supervisor (if known): _____

Score Report 1	Score Report 2
_____ Name of Score Recipient	_____ Name of Score Recipient
_____ Institution (Testing Center)	_____ Institution (Testing Center)
_____ Department	_____ Department
_____ Number and Street	_____ Number and Street
_____ City	_____ City
_____ State/Zip Code	_____ State/Zip Code
_____ Your signature	_____ Your signature
_____ Date	_____ Date

* * * * * * * * * *

Print the name and address of the institution to which you want a PPT official score report sent. If you want the report sent to you, give your own name and address. Photocopy this form if more than two score reports are requested.

The Center for Applied Linguistics was chartered in 1959 as a non-profit corporation in Washington, DC with initial support provided by the Ford Foundation. While historically CAL has developed language tests to meet the needs of its various domestic and international projects, in 1986 CAL's language testing initiatives were centralized in the Foreign Language Education and Testing Division. The Division produces language tests for use in governmental, educational, and occupational settings. For information on CAL's test development capabilities, contact Dr. Charles W. Stansfield, Director, Division of Foreign Language Education and Testing, CAL, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292.

Appendix E

PPT Test Interpretation Manual

POLISH PROFICIENCY TEST

TEST INTERPRETATION MANUAL

Preliminary Edition

Fall, 1992

Center for Applied Lingiustics
1118 22nd Street, NW
Washington, DC 20037
(202) 429-9292

CAL

PREFACE

The *PPT Test Interpretation Manual* has been prepared for individuals who are interested in the *Polish Proficiency Test* (PPT) offered by the Center for Applied Linguistics (CAL): for individuals considering using the test, for those who administer the test, and for those who use or interpret scores attained on the test. It presents an overview of the testing program, the uses and purposes of the tests, information on the interpretation of test scores, and the statistical characteristics of the test.

The *Polish Proficiency Test* was developed in the Division of Foreign Language Education and Testing at CAL through support provided by the International Research and Studies Program of the U.S. Department of Education. The test is the result of collaboration of the CAL with Polish language teaching professionals throughout North America. Below is a list of primary individuals who worked on developing the test.

Test Development Team

Charles W. Stansfield	*Center for Applied Linguistics* (Project Director)
Dorry Mann Kenyon	*Center for Applied Linguistics* (Associate Project Director)
Xixiang Jiang	*Center for Applied Linguistics* (Project Coordinator)
Dosia Drycz-Freeman	*Center for Applied Linguistics (formerly)*
Grayzna Kabat	*Center for Applied Linguistics*
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External Advisors

Waldemar Martyniuk	*Stanford University*
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Krystyna Sadlowska	*Foreign Service Institute*
Alexander Schenker	*Yale University*
Oscar Swann	*University of Pittsburgh*
Krystyna Wachowicz	*Defense Language Institute*
Joanna Williams	*SUNY, Stony Brook*

This is the first edition of the *PPT Test Interpretation Manual*. Your suggestions for its improvement are most welcome. Please feel free to send any comments to the Coordinator, Polish Proficiency Test, Center for Applied Linguistics, 1118 22nd Street N.W., Washington, DC 20037.

The *Polish Proficiency Test* was developed by the Division of Foreign Language Education and Testing at the Center for Applied Linguistics under Grant Number PO17A10051 from the International Research and Studies program of the U.S. Department of Education.

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GENERAL INFORMATION

History of the PPT

The Polish Proficiency Test (PPT) was developed by the Division of Foreign Language Education and Testing at the Center for Applied Linguistics (CAL) in 1992 with the collaboration of Polish language scholars and teachers in the United States and Canada. Funding for the test development project was provided through a grant from the U.S. Department of Education.

Test Content

The PPT is designed to measure the general proficiency in listening and reading attained by American and other English-speaking learners of Polish. In keeping with its intended purpose as a measure of general language proficiency, the major focus of the test is on assessing the examinee's ability to function in situations typical of real-life language-use situations. It was designed for examinees at proficiency levels from Novice High to Superior according to the ACTFL Proficiency Guidelines (American Council on the Teaching of Foreign Languages, 1986). In terms of length of Polish study, the PPT has been designed to be appropriate for students who have completed one or more years of college level Polish language instruction. The test is suitable for students at the end of their first year of study at the college level. However, students who have completed less than one year of college-level study (or its equivalent) will most likely find the test too challenging.

Test Format

The PPT consists of 135 4-option multiple-choice items. Each examinee receives a test booklet containing the test questions and a separate, machine-scoreable answer sheet. All responses to the multiple-choice items are indicated on this sheet.

The PPT is divided into three sections: Listening Comprehension (50 items), Reading Comprehension (50 items) and Structure (35 items). In the **Listening Comprehension** section, examinees hear listening passages consisting of utterances spoken by a single individual, excerpts from conversations between two speakers, and longer single-speaker passages such as news broadcasts, advertisements, public interest announcements and so forth. Following each passage in Polish, examinees are asked a question in English for which they must choose the correct answer from among four options printed in English in the test booklet. All listening passages have been excerpted from authentic sources. To ensure the quality of the recording, the passages have been rerecorded. All Polish voices on the cassette are native Polish speakers, carefully selected for voice quality and authenticity of expression. The spoken material is delivered with natural pacing and intonation.

Each item in the **Reading Comprehension** section presents examinees with a Polish text, followed by a question about the text and four possible responses, printed in English. This section is designed to assess the examinees' ability to understand a variety of printed texts

ranging from a few words (e.g., street or store-front signs, announcements) to passages of paragraph length (e.g., excerpts from newspaper or magazine articles, personal and official correspondence, popular stories). All test questions deal with either the factual content of the passage or with straightforward inferences based on the passage. There are no texts or questions requiring a background in Polish literature.

The **Structure** section has two parts. In the first, examinees must choose from among four options the correct word or phrase that is missing from a text. In the second, examinees must indicate from among four underlined words which one contains an error.

For more information on the content of the PPT, see the section on *Content Validity* on page 10 of this manual. The *PPT Examinee Handbook*, available from CAL, contains examples of the types of items found on the PPT.

Testing Time

The PPT is designed so that each section may be separately administered. The testing time for the Listening Comprehension section is 40 minutes, with 50 minutes allotted for the Reading Comprehension section and 30 minutes for the Structure section. Including time for instructions and breaks, the entire test may be administered in a single session lasting approximately two and a half hours, or in two sessions of approximately one hour and fifteen minutes each. Programs placing a high emphasis on developing proficiency and/or decreased importance on grammar may decide to omit the Structure section of the PPT. If it is omitted, the required test administration time is decreased by about 30 minutes.

Complete information on administering the PPT is contained in the *PPT Supervisor's Manual*, which is sent with test orders. If desired, it may be separately requested from CAL.

USES OF THE PPT

The primary focus of the PPT is on assessing the examinee's ability to understand spoken and written Polish encountered in contemporary, real-life language-use contexts. As such, a major use of the PPT is to provide an objective measure of an individual's general proficiency in Polish. Another major use of the PPT is to provide Polish-teaching institutions with an external measure of the overall effectiveness of their instructional programs. A number of other uses are possible as well. The PPT may be used for the following purposes:

- admission to a Polish study program
- placement within a Polish study program
- exemption from a Polish language requirement
- application for a scholarship or an appointment
- competency testing upon exit from a Polish program
- certification of Polish language proficiency for career placement
- evaluation of a Polish instructional program

CAL encourages use of the test by an institution if such use will assist it in making valid decisions in one or more of the above applications. However, the institution itself must determine whether the PPT is an appropriate test with respect to its intended uses and must establish its own level of acceptable performance on the test.

PPT score users are invited to consult with CAL testing staff about current or intended uses of test scores. Furthermore, the testing office can assist institutions contemplating use of the test by providing information about the applicability of the test to particular situations and by providing assistance in establishing performance criteria on a local basis. If it is necessary to contact CAL, correspondence should be directed to:

Coordinator, Polish Proficiency Test
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
TEL: (202) 429-9292
FAX: (202) 659-5641

INITIATING TEST ADMINISTRATION

Registering for the Test

The PPT is available to colleges, universities and other institutions in the United States and abroad for administration to their students on tests dates of their choice. Administration may be initiated in two ways. An institution may decide to administer the test to its students. In this case, the appropriate person makes arrangements with CAL directly. Alternatively, an individual who needs to be tested may initiate administration. In this case, the individual must first contact CAL for the name of the nearest PPT testing center. If a test center is not available nearby, the individual should contact a local institution that offers a Polish language program. That institution may then apply to CAL to administer the PPT to the individual by designating a supervisor and filling out an order form (see *Ordering the Test* below).

When registering for the PPT, an examinee is required to present a photo identification document (e.g. driver's license, student I.D. or passport) to the supervisor. The supervisor must verify the identification and record the name and social security number. The $20 testing fee is payable either at the time of registration or on the test date. No examinee should be allowed to take the PPT without paying the fee in advance. The testing fee can be paid in cash or by a check payable to the test center supervisor or to the institution. An invoice for the total testing fee will be issued to the institution after the test has been administered and test materials returned to CAL.

Ordering the Test

To place an order for the PPT, the supervisor must provide CAL with the following information in writing:

1. title/position and affiliation of the supervisor;
2. approximate test date;
3. number of examinees expected;
4. whether rush delivery is desired (at the institution's expense).

A test order should arrive at CAL approximately 2-3 weeks before the intended test date to allow timely shipment of the necessary test materials. To expedite processing of test orders, it is highly recommended that printed *PPT Order Forms* be used. A copy is printed on the last page of this manual. Telephone orders are accepted only under urgent circumstances and only from institutions which have administered the PPT previously.

Upon receipt of the *Order Form*, CAL will forward to the designated supervisor the requested number of PPT test booklets and associated materials, including the test tape for the Listening Comprehension section, examinee answer sheets, *PPT Examinee Handbooks*, the *PPT Supervisor's Manual* and other materials. The *PPT Supervisor's Manual* contains all instructions for the actual test administration.

It is the responsibility of the supervisor to safeguard and maintain the security of the test materials from the time they are received at the institution until they are returned to CAL. It is important that the test be administered in strict accordance with the procedures outlined in the supervisor's manual. All materials requested on the *Test Materials Checklist* must be accounted for and returned to CAL (see the *PPT Supervisor's Manual* for detailed instructions).

Score Reporting and Billing

Approximately 2-3 weeks following receipt of the returned test materials, CAL will forward a roster of scores to the institution. An invoice for the total testing fee, including any delivery expense for rush orders, will follow shortly afterward. This invoice must be paid by check or money order, payable to: *Polish Proficiency Test/Center for Applied Linguistics*.

INTERPRETATION OF TEST SCORES

The Meaning of Scores on the PPT Scale

Rather than receiving a raw score on each section of the test (i.e., the number of right answers), examinees taking the PPT receive scores reported on the PPT Scale. A score on the PPT Scale more accurately reflects an examinee's proficiency than the number of right answers on each section of the test. In addition, the scaled score contains interpretative information, which is explained below. The PPT Scale was developed using Item Response Theory (IRT), using the Rasch model. Scores on the PPT Scale are based on the proficiency demonstrated by the examinee in terms of the difficulty of the items the examinee answers correctly. No penalty is imposed for guessing, or for incorrect or blank responses.

Scores on the PPT Scale are interpreted in a normative manner. A score of 100 on any section reflects the average (mean) performance of the PPT norming group. Each standard deviation in this norming group is equal to 20 points on the PPT Scale. An examinee with a score of 100 on any section is of average proficiency based on the norming sample described below. An examinee with a score of 140 is two standard deviations above the mean, while an examinee with a score of 80 is one standard deviation below the mean.

Description of the Norming Group

The PPT norming group is a sample of 70 examinees typical of North American students studying Polish at the college level in any given year. At the time of norming, 67% percent of the group were in their first year of Polish study, 24% were in their second, and 9% were in their third (or higher) year. Forty-eight percent were male and 52% were female. Fifty-eight percent were of Polish ethnicity. Sixty-four percent of the group indicated that they spoke no Polish at home, while 3% spoke Polish at home "most of the time," 6% spoke Polish at home "less than half the time," and 27% spoke Polish "very infrequently" at home.

Quartile Distributions

Because of the small number of Polish examinees who could be involved in the norming of the PPT, it is impossible to give accurate norms at every score level. Table 1 provides quartile scores on the PPT Scale for examinees in the first, second, or third or more year of Polish language study. The figures are based on the results of all 129 examinees who participated in the field testing of the PPT. However, not every examinee took every section of the PPT. The characteristics of the entire group of 129 examinees did not deviate substantially from those of the 70 examinees who comprised the norm group, described above. The norm group is a subset of the entire group of 129 examinees.

Quartiles represent the bottom, second, third and top quarter of the score distribution. A score in the second quartile indicates that the examinee performed in the second quarter of all students in his or her subgroup, and better than the bottom 25 percent of all the examinees in

that subgroup. A score in the fourth quartile indicates that the examinee scored in the top 25% of all other examinees in the subgroup; i.e., better than 75% of all other examinees.

Table 1
Quartile Distributions for the PPT
by PPT Section and Year of Study

	First Year			Second Year			Third Year or Higher		
Quartile	List	Read	Str	List	Read	Str	List	Read	Str
4th (76-100%)	99 and above	105 and above	106 and above	121 and above	119 and above	123 and above	139 and above	144 and above	154 and above
3rd (51-75%)	92-98	93-104	93-105	105-120	107-118	110-122	130-138	127-143	122-153
2nd (26-50%)	83-91	83-92	84-92	97-104	99-106	104-109	101-129	109-126	108-121
1st (1-25%)	82 and below	82 and below	83 and below	96 and below	98 and below	103 and below	100 and below	108 and below	107 and below
Examinees	(56)	(60)	(69)	(18)	(17)	(19)	(6)	(15)	(15)

To use Table 1 in interpreting an examinee's score, first identify the examinee as either a first, second, or third (or higher) year student. Then, for each section, find the score group in the table that contains the examinee's score. Then read the quartile group from the left hand column that corresponds to the examinee's score.

Example 1

Susan is a student in a first year college-level Polish class who received a PPT Scale score of 95 on the Listening Comprehension section. Under the column for first year students, we find the column for listening, and under this column, we find the score group that contains her score (92-98). This corresponds in the left hand column to the third quartile. Thus, we know she has scored above 50% of all first-year examinees in the Listening Comprehension section, but below the top 25% of students in first year Polish.

Example 2

Michael is a student in a third year college-level Polish class who received a PPT Scale score of 125 on the Reading Comprehension section. Under the column for third year students, we find the column for reading, and under this column, we find the score group that contains his score (109-126). This corresponds in the left hand column to the second quartile. Michael has scored above 25% of all second-year examinees in the Reading Comprehension section, but below the top 50% of third-year examinees. Note, however, that if Michael had been in the second-year category, his Reading Comprehension section score of 125 would have placed him in the fourth quartile, indicating that he scored

above 75% of the second year students, and in the top 25% of all second-year examinees in reading.

Using the Group Means for Polish, non-Polish Speakers

Some examinees in the norm group indicated that Polish was used in the home more than half the time. Such examines may have an advantage on a test of general language proficiency. However, since these examinees formed only a small minority of the total, and since they do comprise a part of the total group of North American students studying Polish, they were not excluded from Table 1. Nonetheless, PPT users may want to understand the meaning of an examinee's test scores in terms of whether the examinee indicates that much Polish is spoken at home or not. Table 2 presents the average PPT Scale score for each section by year of study for examinees who indicated that they do not generally speak Polish at home (labeled English) and those who indicated that Polish is spoken about half the time or more (labeled Polish). Underneath each average score is the number of examinees upon which the mean is based. The more examinees, the more reliable the mean score. Means for subgroups with less than 3 members are not shown.

Table 2
Mean Scores on the PPT Scale
by Level and Home Language
(Number of Examinees in Parentheses)

	Listening		Reading		Structure	
Year of Study	English	Polish	English	Polish	English	Polish
First Year	92 (53)	--- (-)	93 (55)	96 (5)	94 (64)	96 (5)
Second Year	107 (15)	--- (-)	107 (15)	--- (-)	110 (16)	--- (-)
Third Year (or higher)	124 (5)	--- (-)	119 (7)	130 (8)	121 (7)	129 (8)

To use Table 2, find the group to which the examinee belongs and compare his or her score to that group's mean score.

Example 3

Susan, the first-year Polish student who received a score of 95 on the Listening Comprehension section of the PPT, speaks no Polish at home. Her score is slightly above the average score for her peers.

Example 4

Michael, the third-year student who scored 125 on the Reading Comprehension section, indicated that he generally speaks Polish at home. His score places him slightly below the mean of 130 for his peers. On the other hand, if he belonged to the "English" category, his score of 125 would have been slightly above average.

Performance of Polish Speakers on the PPT

The PPT is intended for English-speaking learners of Polish. Since the questions and options for the Listening and Reading sections as well as the directions for the entire test are in English, knowledge of English is required to take the test. Thus, it is impossible to use these tests to examine the performance of native Polish speakers (or speakers of a language other than English) who do not have a good knowledge of English. Test results may not be accurate for any examinee who does not have a good command of English; i.e., a level generally equivalent to that of a first-year college student enrolled in the regular program of an American university.

In the field testing of the PPT, 17 of the 129 examinees indicated that they were of Polish ethnicity and spoke Polish at home "most of the time." The responses of these examinees were carefully examined to see to what extent, if any, these examinees were getting easier items incorrect; i.e., items that they may have missed because of their restricted ability in English rather than their proficiency in Polish. None of the responses of the Polish speakers showed any incongruities on any of the three sections of the test. On the basis of experience to date, it is reasonable to assume that the level of English used in the test will not pose a problem to the native Polish speaking examinee who has enough proficiency in English to be enrolled at an English-speaking university in North America.

Availability of Institutional Interpretation of Test Scores

In addition to using the normative data provided in this manual, institutions may wish to carry out further analyses of the scores on a local basis. CAL staff would be pleased to discuss such analyses with interested institutions and to facilitate these activities as far as possible.

STATISTICAL CHARACTERISTICS OF THE TEST

Reliability

The reliability of a test is the extent to which it yields consistent results. Thus, high test reliability is desirable.

Table 3 gives the Rasch equivalent of the KR-20 reliability of each section of the final form of the PPT based on the data from examinees involved from the field testing. The number of examinees for each section is: Listening (96), Reading (110), and Structure (123).

Table 3
Reliability of the
PPT by Section

Section	Reliability
Listening Comprehension	.92
Reading Comprehension	.90
Structure	.88

The figures presented in Table 3 indicate that the PPT is a highly reliable tests which can be used with confidence by programs needing trustworthy measures of Polish language proficiency.

Precision of Measurement

Any measurement involves a degree of error. The higher the precision of the measurement, the smaller the error. In Classical Test Theory, the degree of error is usually indicated by the standard error of measurement (SEM). One of the limitations of this approach is that it represents the SEM as being the same for all examinees. Test scores, however, are unequally precise for examinees at different levels of ability. Item Response Theory (IRT), used in scoring the PPT, also provides a measure of the precision of each score on the PPT Scale. In IRT, this measure is called the standard error of the ability estimate. Appendix A contains the standard errors for PPT scores, rounded to the nearest whole number.

A traditional SEM may also be calculated for the PPT on the PPT Scale. These are presented in Table 4. Figures have been rounded to the nearest whole number.

Table 4
Standard Error of Measurement (SEM)
for the PPT
(in Rounded Scale Score Units)

Section	SEM
Listening	6
Reading	7
Structure	7

Either the SEM from Table 4 or the standard error of the estimate from Appendix A give an indication of how accurate a single test score is. Either can be used to construct confidence intervals around PPT scaled scores. The confidence interval takes measurement error into account. One way to view this confidence interval is to say that the examinee's true score (i.e., the average score an examinee would receive if it were possible to give him or her the test a very large number of times) would lie, with 67% certainty, within plus one or minus one

standard error of the given score. Another way to view this is to say that on a re-test, if there has been no change in the examinee's true proficiency, the examinee will score within plus or minus one standard error of his or her score about 67% of the time.

Example 5

Susan received a score of 95 on the PPT Listening section. Using Table 4, we can say there is a 67% probability that her true score lies between 89 and 101 (95 minus 6 and 95 plus 6). Using the more precise estimate from Appendix A, we would say there is a 67% chance that her true score is between 90 and 100 (95 minus 5 and 95 plus 5).

A careful examination of Appendix A reveals that the most precise area of measurement on the PPT lies between 66 and 136. For scores above 136, the measurement precision of the PPT rapidly diminishes. A score of 136 indicates a performance well above the cut-off point for the fourth quartile for first and second year students, and in the third quartile for students in the category third year and above. In other words, the measurement precision of the PPT should not be of concern in interpreting the scores of first and second year Polish students on any section of the test. However, test score users should be aware that the PPT may not be able to discriminate accurately between very high scoring examinees on the PPT; i.e., examinees who score above 135 on any section. Table 2 indicates that such examinees would generally be individuals who have completed three or more years of Polish study and who speak Polish at home.

Validity

Validity refers to the extent to which a test actually measures what it purports to measure. The PPT claims to measure an examinee's proficiency in understanding authentic spoken and written Polish, and ability to deal with Polish structure.

The validity of any test cannot be "proven;" it can only be established by the collection of evidence that the test is indeed measuring what it purports to measure. Some commonly accepted types of evidence include evidence for content, concurrent, and construct validity. Each type of validity, and evidence which supports it in the case of the and the PPT, are explained below.

Content Validity

Content validity is based on test content and refers to the extent to which the items in a test adequately sample the linguistic and behavioral domains of the construct that the test is meant to measure. The PPT is intended to be a measure of proficiency in dealing with every-day "real-life" Polish. Validity based on content thus entails an examination of the degree to which the tests, in their stimulus passages, sample from the corresponding language-use situations the examinee might be expected to encounter in real life.

Content Domains

The ACTFL Guidelines for listening and reading postulate certain content and functional domains as appropriate to the proficiency of an English-speaking learner of Polish at different levels of proficiency. The developers of the PPT used authentic listening and reading passages and wrote corresponding items to reflect these domains. Content and functional domains can be grouped into three categories, which represent increasing levels of proficiency in Polish as a second language. These levels may be designated as:

Intermediate Level–Survival. At this level, the learner can "survive" by performing simple daily tasks such as shopping for food, clothes, and incidental necessities. PPT listening comprehension items at this level require the understanding of oral language typically heard in locations such as a grocery store, train station, bank, bus, and airport. PPT reading comprehension items at this level include certain signs, advertisements, storefront designations, simple messages with a social purpose, and short straightforward instructions encountered in daily life.

Advanced Level–Tourist Resident in Polish Society. At this level, the learner can understand social conversation on everyday topics and can read short, descriptive narrations. PPT listening comprehension items at this level require comprehension of short conversations between two people dealing with general, every day topics, or the comprehension of passages such as news items and reports dealing primarily with factual information. PPT reading comprehension items at this level require the examinee to comprehend main ideas and some facts from passages excerpted from newspaper articles, public notices, personal correspondence, and popular stories.

Superior Level–Foreign Professional in Polish Society. At this level, the learner can comprehend oral and written language on virtually any matter of general interest to educated native speakers in authentic Polish situations. PPT listening stimuli at this level involve conversations between two speakers dealing with topics of a general academic nature such as recent advances in health care and current events, or longer discourse excerpted from speeches or reports. Questions may deal with the speaker's opinion or attitude, or they may require inference on the part of the examinee. Reading stimuli at this level are generally longer and more technical and are followed by a questions dealing with basic factual information covered in the passage, or inference or analogy based on information presented in the passage. The passages cover a wide variety of daily topics such as those that may be found in a newspaper or magazine, e.g., results of a public opinion survey, job descriptions, and vacation travel.

For the Structure section, the PPT tests knowledge of correct Polish syntax. Unlike listening or reading comprehension, the Structure section does not involve real-life language-use tasks per se, though clearly knowledge of Polish syntax is a part of comprehending spoken and written Polish. Items testing recognition of Polish syntax on the PPT are of two types. The first type tests knowledge of correct structure by requiring the examinee to choose from among four options the correct word or phrase that should be inserted in a blank within a printed paragraph.

The second type tests structural knowledge by requiring the examinee to find from among four underlined words the one that is grammatically incorrect. In this section of the PPT, only Polish is used for both the stimulus and response options.

Appendix B contains a list of the comprehension tasks and topic areas covered in the PPT listening and reading comprehension sections. It also contains a list of speaking functions covered on the listening section of the test. Appendix C gives information on the grammar topics covered in the structure section of the PPT.

Authentic Sources

Stimulus passages for listening, reading and structure on the PPT were drawn from authentic language sources. Item developers collected passages for the reading comprehension section from sources such as Polish language newspapers, magazines, journals, books, street signs, schedules, and tickets. For stimulus passages for listening comprehension, they listened to and transcribed listening passages from sources such as Polish language news broadcasts, movies, and announcements. These texts were modified only to the extent that they needed to be clarified when taken out of the larger context. Questions were designed to check comprehension of the meaning of passages, and, for more difficult passages on the PPT, to check comprehension of opinions, attitudes or inferences contained in the passages. A representative list of sources for the listening and reading passages used on the PPT is contained in Appendix D.

In terms of content validity, then, it can be demonstrated that the PPT items have been drawn from real-life use of Polish language.

Concurrent Validity

A second type of evidence of validity is concurrent validity. Concurrent validity refers to the extent to which a test score correlates with results that may be obtained through the use of independent criteria external to the test, measured at the same point in time, to see if expected relationships exist.

For the PPT, the reported level of Polish study may be use as an external criteria may be used. It would be expected that scores on the tests would increase as amount of study increases. Both Tables 1 and 2 indicate that this is the case for the PPT. In each skill, the median (Table 1) and average (Table 2) score increases as the level of Polish instruction increases. These tables thus provide evidence of the concurrent validity of the PPT as a measure of Polish language proficiency.

Construct Validity

A third way of examining validity is construct validity. The goal of construct validity is to determine whether or not a test measures a single underlying trait. One assumption of the IRT model used to develop and score the PPT is that the items are "unidimensional"; that is, only one examinee ability or trait is necessary to account for performance on the test. The fit statistics

provided by the IRT analysis provide evidence of the extent to which unidimensionality exists. Although perfect fit is impossible, it may be argued that if the overwhelming majority of items are appropriately fitting, then there is strong evidence for the construct validity of the test. For each item, a standardized outfit statistic is calculated. One common criterion is to consider any item for which this statistic is above 2.00 or below -2.00 as misfitting. Using this criterion, only 3 of the 50 listening items (6%) and 2 of the 50 reading items (4%) on the final form were misfitting. This high degree of fit provides strong evidence for the construct validity of these measures. In the structure section, 5 of the 35 items (14%) were misfitting. Although 14% represents a higher proportion of misfitting items than for the listening and reading sections, the figure is low enough to lend some support the construct validity for the structure section. It may be noted that one of these five items has been completely revised in the final form.

Validity Summary

The above discussion provides evidence for the validity of the PPT. CAL plans to continue research pertinent to the validity of the test and will update this section of the manual as appropriate.

Intercorrelations Among Test Subscores

The three sections of the PPT are designed to measure different skills within the general domain of Polish proficiency. It is expected that these skills are interrelated; i.e., persons who are highly proficient in one skill area will tend to be proficient in the other skills as well. However, the intercorrelations are not expected to be perfect. If they were, there would be no need to report scores for each section; the subscores would represent the same rather than different aspects of language proficiency.

Table 5 shows the Pearson product-moment correlation coefficients measuring the extent of relationships among the three subsections of the PPT based on scores on the final form of the PPT for the 86 examinees who took all three sections in the field testing.

Table 5
Intercorrelations Among Subscores

	List	Read	Str
Listening	----		
Reading	.84	----	
Structure	.82	.92	----

Table 5 indicates that there is a fairly strong relationship among the skills tested by the three subsections of the test. This relationship is strongest between reading and structure, which may be expected in a highly inflected language as Polish. Nevertheless, it is reasonable to say that each subsection scores provides some unique information about the examinee's proficiency in

the Polish language. This pattern of intercorrelations between the test scores helps support the validity of the constructs the PPT claims to measure.

For Further Information

As further data becomes available, CAL intends to update the statistics presented in this manual and supply with additional information pertinent to users of the PPT. In the interim, any questions or comments about the PPT may be directed to: Coordinator, Polish Proficiency Test, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC, 20037.

REFERENCES

American Council on the Teaching of Foreign Languages. (1986). *ACTFL proficiency guidelines*. Hastings-on-Hudson, NY: Author.

Appendix A
Standard Error of Estimation
Polish Proficiency Test

Scaled Score	Listening	Reading	Structure
171	25	26	27
170	24	25	27
169	23	25	26
168	22	24	25
167	22	23	24
166	21	22	23
165	20	22	23
164	20	21	22
163	19	20	21
162	18	20	21
161	18	19	20
160	17	19	19
159	17	18	19
158	16	18	18
157	16	17	18
156	15	16	17
155	15	16	17
154	14	16	16
153	14	15	16
152	13	15	15
151	13	14	15
150	12	14	14
149	12	13	14
148	12	13	13
147	11	13	13
146	11	12	13
145	11	12	12
144	10	12	12
143	10	11	12
142	10	11	11
141	10	11	11
140	9	10	11
139	9	10	10
138	9	10	10
137	9	10	10
136	8	9	9
135	8	9	9
134	8	9	9
133	8	9	9
132	8	8	9
131	7	8	9
130	7	8	8
129	7	8	8
128	7	8	8
127	7	8	8
126	7	7	8
125	7	7	7
124	6	7	7
123	6	7	7
122	6	7	7
121	6	7	7
120	6	7	7
119	6	6	7
118	6	6	7
117	6	6	6

Standard Error of Estimation
Polish Proficiency Test

Scaled Score	Listening	Reading	Structure
116	6	6	6
115	6	6	6
114	5	6	6
113	5	6	6
112	5	6	6
111	5	6	6
110	5	6	6
109	5	5	6
108	5	5	6
107	5	5	6
106	5	5	6
105	5	5	6
104	5	5	6
103	5	5	5
102	5	5	5
101	5	5	5
100	5	5	5
99	5	5	5
98	5	5	5
97	5	5	5
96	5	5	5
95	5	5	5
94	5	5	5
93	5	5	5
92	5	5	5
91	5	5	5
90	5	5	5
89	5	5	6
88	5	5	6
87	5	5	6
86	5	5	6
85	5	5	6
84	5	5	6
83	5	5	6
82	5	5	6
81	5	5	6
80	5	5	6
79	5	5	6
78	5	5	6
77	5	5	6
76	5	5	6
75	5	5	6
74	5	5	7
73	5	5	7
72	5	5	7
71	5	5	7
70	5	5	7
69	5	5	7
68	5	5	7
67	5	6	8
66	5	6	8

Appendix B

Comprehension Tasks for the PPT Items

Each item in the listening and reading comprehension section was classified by the item developers as to the type of comprehension task required to answer the item correctly. Three broad areas of comprehension were used: understanding the main idea, understanding a fact or detail, or understanding an inference.

Items identified as requiring the examinee to understand the main idea typically require the general comprehension of the entire passage. In same cases, the main gist of the passage may be grasped with the comprehension of one or two key words or phrases. In the majority of the items, however, comprehension of the main idea comes only if most of the passage is correctly understood.

Items identified as requiring the examinee to understand a fact or supporting detail generally require comprehension of the main idea and some supporting detail. However, in some non-prose items from authentic materials (e.g., advertisements), an item in this category may entail the comprehension of isolated words.

Items identified as requiring the examinee to understand an inference require a thorough comprehension of the entire passage in order to identify a correct implication based on the passage but which is not stated directly in it.

Comprehension Task	Listening Section	Reading Section
Understand the Main Idea	23 items	20 items
Understand a Fact or Supporting Detail	20 items	26 items
Understand an Inference	7 items	4 items

Topic Areas Covered on the PPT

Each passage used in the listening and reading comprehension section was classified by the test developers in terms of the topic area which best described its content and vocabulary domain. Since the PPT is a test of general proficiency in Polish, these topic areas are to be understood broadly. In other words, no examinee would need particular expertise in any of these topic areas to answer correctly an item related to that topic area. On the other hand, this table gives an indication of the distribution of the general vocabulary and content found on the PPT in terms of broad categories. Although there is often much overlapping between categories, each item has been placed in only 1 category in this table.

Topic Area	Listening Section	Reading Section
Art	1	---
Business	1	2
Consumerism	7	6
Dates	1	---
Economics/the Economy	3	5
Education	3	6
Entertainment	5	5
Everyday Life	3	1
Family	3	1
Food	2	---
Geography	---	1
Government	1	1
Health	5	3
History	---	1
Housing	---	1
Information Listing	---	1
Politics	3	1
Social Exchange	3	---
Social Life	---	2
Society	1	1
Sports	4	2
Transportation	3	7
Weather	1	---
Other	---	3

Speaking Functions found in the PPT Listening Comprehension Passages

Each passage in the listening comprehension section was classified by the test developers in terms of the primary speaking function of the passage. In many cases, there are several speaking functions. Each item, however, was assigned to only one. Generally, it is the one most connected with getting the item for the passage correct. Thus, this table is meant to give an indication of the distribution of the speaking functions found in the PPT listening comprehension section.

Speaking Function	Number of Items
Complaining	6
Describing	1
Expressing an opinion	2
Giving advice	1
Giving information	19
Making an inquiry	11
Interviewing	1
Making a comment	1
Making a request	2
Making a purchase	1
Making an introduction	1
Making an invitation	1
Negotiating	1
Persuading	1
Showing preferences	1

Appendix C

Grammatical Areas Covered in the PPT Structure Items

Each item in the structure section of the PPT was classified as involving primarily either one part of speech or another aspect of structure (such as negation). This table shows the number of items involving those primary forms. Specific aspects of each form (such as case, number agreement, gender, tense) are not listed separately.

Form	Number of Items
Nouns	11
Verbs	7
Adjective/Adverbs	6
Pronouns	5
Prepositions	3
Other	3

Appendix D

Sources for PPT Passages

This table lists the most widely used types of sources for passages found on the PPT.

Listening Passages	Reading Passages
Advertisements	Advertisements
Commentaries	Bulletins
Interviews	Editorials
Movies	Instructions
Radio News Reports	Labels
Radio Announcements	Letters
Recorded Conversations	Magazine Articles
Television News Reports	Newspaper Articles
Television Announcements	Popular Novels
Television Programming	Schedules
Weather Forecasts	Signs

POLISH PROFICIENCY TEST
Order Form

Ship to: (Please print)

Name

Position/Title

Department

Institution

Street

City/State/Zip Code

Telephone Number

Bill to: (if different from left)

Name

Position/Title

Department

Institution

Street

City/State/Zip Code

Telephone Number

First order?

___ Yes (If yes, CAL reserves the right to verify the above information.)
___ No

Number of examinees expected: ___ ($20 per examinee)

Purpose and use of the test: (Check all that apply)

___ admission to an Polish study program
___ placement within an Polish study program
___ exemption from an Polish language requirement
___ application for scholarship or appointment
___ competency testing upon exit from an Polish program
___ certification of Polish language proficiency for career placement
___ evaluation of an Polish instructional program
___ other (Please specify: _____)

Approximate testing date: _____ **Required delivery date:** _____

Payment:

You will be billed for the actual number of examinees tested after you return the test materials to CAL. Delivery charges will be paid by CAL, provided this Order Form reaches CAL at least two weeks prior to the required delivery date indicated above. Delivery charges for rush orders requiring a shorter delivery time will be billed to the institution placing the order. Official score reports will be issued about two weeks after the materials have been returned to CAL.

Security Agreement

It is vital that you maintain the security of the test materials from the time you receive them until they are returned to CAL. You must agree to: (1) keep the PPT test booklet(s) and test tape(s) confidential and secure, and (2) guarantee that none of the test booklet(s) or test tape(s) will be reproduced in any form. Please signify your acceptance of these terms by signing your full name below.

Signature

Date

- - - -

Appendix F
Forms for the Operational Testing Program

POLISH PROFICIENCY TEST
Order Form

Ship to: (Please print)

_____
Name

_____
Position Title

_____
Department

_____
Institution

_____
Street

_____
City/State/Zip Code

_____
Telephone #

Bill to: (if different from left)

_____
Name

_____
Position Title

_____
Department

_____
Institution

_____
Street

_____
City/State/Zip Code

_____
Telephone #

First order?

____ Yes (If yes, CAL reserves the right to verify the above information)
____ No

Number of examinees expected: _____ ($20 per examinee)

Purpose and use of the test: (Check all that apply)

____ admission to a Polish study program
____ placement within a Polish study program
____ exemption from Polish language requirement
____ application for scholarship or appointment
____ competency testing upon exit from a Polish program
____ certification of Polish language proficiency for career purposes
____ other (Please specify: _____)

Approximate testing date: _____ **Required delivery date**: _____

Payment

You will be billed for the actual number of students tested after you return the test materials to CAL. Delivery charges will be paid by CAL, provided this order form reaches CAL at least two weeks prior to the required delivery date indicated above. Delivery charges for rush orders requiring a shorter delivery time will be billed to the institution placing the order. Official score reports will be issued about two weeks after the materials have been returned to CAL.

Security Agreement

It is vital that you maintain the security of the test materials from the time you receive them until they are returned to CAL. You must agree to: (1) keep the PPT test booklet(s) and test tape(s) confidential and secure, and (2) guarantee that none of the test booklet(s) or test tape(s) will be reproduced in any form. **Please signify your acceptance of these terms by signing your full name below.**

_____ _____
Signature Date

. . . . . .

Office Use Only

Date received _____ Date filled _____ Processed by _____

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POLISH PROFICIENCY TEST

Test Materials Checklist
(Test Order Kit)

Supervisor:_____ Date:_____

Institution:_____ Test Center Code:_____

RECEIVING TEST MATERIALS:

The following materials should be contained in this package. Please check all materials received against this list. If there is any discrepancy, please contact the Polish Proficiency Test Office (202/429-9292) immediately. An* marks those items which must be returned.

	Description	Quantity	Enclosed in return envelope?
*1.	Test Materials Checklist	____	____
2.	Order Form	____	
*3.	Supervisor's Manual	____	____
4.	Examinee Handbook	____	
*5.	Polish Proficiency Test Booklet (Serial numbers _____ to _____)	____	____
*6.	Polish Proficiency Test Tape (Serial numbers _____ to _____)	____	____
*7.	Standard Answer Sheet	____	____
*8.	Supervisor's Report Form	____	____
9.	Test Interpretation Manual	____	
10.	Pre-addressed First-Class Return Envelope	____	

IMPORTANT: The Supervisor's Manual must be carefully reviewed prior to the administration date. The Examinee Handbook(s) should be distributed to students well ahead of the testing date.

RETURNING TEST MATERIALS:

Within three days after the test has been administered, the materials marked with an asterisk above must be returned to the Center for Applied Linguistics. For each item returned, please mark a check on this form and enclose it in the return envelope. Make sure the quantity of each item matches what was sent in the original shipment. Thank you.

----------Office Use Only----------

Date sent:_____ Date returned:_____ Processed by:_____

POLISH PROFICIENCY TEST

Supervisor's Report Form

This report form is used for reporting any irregularities in test administration and for providing any comments or suggestions you may have for improving the Polish Proficiency Test. Please fill out this form, sign your name, and return it with the test materials. Thank you.

* * * * * * * * * * *

Test Security

By agreeing to serve as the test supervisor, I am responsible for ensuring the security of the test. I have kept the test materials confidential and secure at all times. None of the test booklets or test tapes have been reproduced in any form.

Irregularities: _____

Test Administration

The test was administered in exact accordance with the procedures described in the Supervisor's Manual. Any deviations from the stated procedures are listed below.

Irregularities: _____

Conditions of Test Materials

Before returning the test materials, I have checked the condition of the test booklets and test tapes. All materials are being returned in their original condition. All materials listed on the Test Materials Checklist have been enclosed.

Irregularities: _____

Comments/Suggestions

(In order to continue to meet your testing needs, it is very important that you communicate with us any comments or suggestions you may have regarding the Polish Proficiency Test. Please use the back of this form or attach a separate sheet if necessary.)

_____ _____

Name Institution

_____ _____

Signature Date

Appendix G

Minutes of First Local Development Committee Meeting

MINUTES

LOCAL TEST DEVELOPMENT COMMITTEE
POLISH PROFICIENCY TEST PROJECT
OCTOBER 18 and 19, 1991
CENTER FOR APPLIED LINGUISTICS
WASHINGTON, DC

Committee Members and CAL Staff Present:

Dobrochna E. Dyrcz-Freeman . . . (Formerly) Princeton University
Rafal M. Kwiatkowski . . . . . (Formerly) Georgetown University
Grazyna Z. Privorotsky . . . . CAL, George Washington University
Krystyna M. Sadlowska . . . . . Foreign Service Institute
Waldemar E. Walczynski . . . . . CAL

Xixiang Jiang . . . . . CAL
Dorry Mann Kenyon . . . . . CAL
Charles W. Stansfield . . . . . CAL

Introduction and Background
The members of the Committee introduced themselves. The Committee is comprised of Polish language experts, who are experienced instructors and researchers. This group is assisted by a CAL Supervisory group. Charles Stansfield serves as Project Director; Dorry Kenyon serves as Assistant Project Director, and Xixiang Jiang is Project Coordinator.

Stansfield, in his introductory remarks, noted the increased interest in Polish language study and explained the need for a national standardized proficiency test. It is hoped that this test, once developed, will serve as a catalyst for the improvement of Polish language instruction and learning. Stansfield also described CAL's Chinese Proficiency Test (CPT), which has been used by colleges and high schools across the nation. This proficiency test, along with its second form called Pre-CPT, has been well received in the Chinese language teaching profession both for its validity and applicability. The CPT will serve as a model for the development of the Polish Proficiency Test.

Project Schedule
Kenyon presented the time frame for the test development project. He noted the importance for the draft test form to be ready in time for field testing in January/February of 1992, and the final version to be normed before school breaks for vacation (May, 1992). The first draft test items are expected to be ready by the middle of December. From then on, there will be various peer reviews and revisions. The External Advisory Committee member will complete their review of the items in January 1992. Field testing is planned for February. Members of the External Advisory Committee will be called upon to assist in arranging for field testing at their own institutions, if possible. Statistical analysis and revisions after field testing will be

done in March and April. The norming form of the test will be administered in between April and May. In the months to follow, the final form of the Polish Proficiency Test will be assembled and operationalized. The Project Final Report will be completed by the end of September 1992.

Target Levels

In the discussion of the target levels for the Polish language test under development, several issues were addressed. The first issue was which proficiency level to choose as the target level for the test. In view of the difficulty of the language itself and the limited nature of the existing teaching materials, it was agreed that the appropriate target levels for this test should range from Novice-High through Advanced-Plus on the proficiency scale of the American Council for the Teaching of Foreign Languages (ACTFL). This range is equivalent to 0+ through 2+ on the proficiency scale of the Federal Interagency Language Roundtable (FILR). The second issue was which student body to choose as the target group for this test. Noting that most Polish language teaching programs do not continue beyond the second year and that students in area studies at the graduate level usually enter beginning Polish programs at the undergraduate level, it was agreed that the envisioned target student group for this language test includes Polish language students in their first or second year of college and government or business professionals the intensive language training programs.

Test Domains

The difference between an achievement test and a proficiency test was reviewed. It was recognized that there are several Polish language textbooks in wide use and that, due to the nature of the language itself, there is a strong emphasis on grammatical structures in the teaching profession. It was also recognized that since the test under development is to serve as a national standardized proficiency test, it should not be based on a particular set of textbooks or language programs, though efforts should be made to examine some of the books and programs during the test development process. Acknowledging that the knowledge of syntactic structures is an integral part of communicative ability in the Polish language, it was determined that this test will include a structure section, probably 20-25% (30 to 40 items) of the entire test. There will be three sections in the finished test: Listening Comprehension, Reading Comprehension and Structure.

Test Format and Item Numbers

In conformity with the current trend in large scale standardized tests, the Polish language test will employ the multiple choice rather than open-ended answer format. Several item types were reviewed, including error recognition, sentence completion and lexical insertion. It was generally agreed that a four-option

choice test type be used throughout the test. In both the Listening and Reading Comprehension Sections, four answer choices will be provided for each test question. Two types of items were discussed as possibilities for the Structure Section. The first is completion, in which the examinee would need to choose the correct words that complete missing portions within a Polish text. The second item format was error recognition, in which the examinee must find the error in a line of Polish text (within a larger passage). Four words in a line would be underlined, one of which contains a grammatical error. For the whole test, there will be between 125 and 150 items, with roughly equal numbers of Listening and Reading Comprehension items.

Having laid down the above guidelines and specifications, the Committee proceeded to deliberate on issues pertaining to other aspects of the project. The following concerns were addressed.

External Advisory Committee

Considering the small number of people currently listed in the External Advisory Committee, members of the Local Test Development Committee felt that there is a need to increase the number and include Polish language professionals from a wider range of institutions. Names were suggested and noted. An External Advisory Committee with representatives from various educational and research backgrounds will enhance the test development efforts and render more professional assistance in the process of reviewing test items and locating Polish language programs across the country.

Sources of Polish language Students

In order to validate and norm the test after initial development, there needs to be enough students to participate in the field test and norming administration. The minimum preliminary number of students for the field test is 200. Members of the committee offered names of people who could provide suggestions, locations of various existing Polish language programs and institutions with potential sources of students. After recruiting efforts are undertaken, a mailing list will be established, not only for use in the test development process, but also for disseminating information dissemination on the Polish Proficiency Test once it is in its operational form.

Sources of Authentic Materials

It was quickly realized that materials for the Reading Comprehension are relatively easy to collect, since some members of the committee have been accumulating Polish newspapers and other authentic materials for other projects. It was noted that in addition to newspapers, item writers will collect other authentic materials in order to include language forms. These materials will be drawn from novels, stories, magazines, personal and public documents. Efforts will be made to collect realia, including objects or signs often encountered in a real life Polish situation. Gathering materials for the Listening Comprehension Section appeared to be not as easy, though some

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sources were quickly identified. Government agencies, the embassy, radio and TV companies were mentioned for their collection of original audio tapes, videos of movies and tapes of broadcast programs. Items will be written using these authentic materials. However, the materials will be re-recorded by Polish professionals to avoid possible background noise and distraction. As was noted, for both reading and listening items, there will be some efforts required to collect authentic materials at the low proficiency levels specified earlier.

Item Writing Procedures

Once developed and approved, the test development guidelines and specifications will serve as the principal framework from which individual item writers will work. It was agreed that the item writers will mainly work at their own rate to collect source materials and write the assigned items. To ensure adequate communication and peer review, however, it was proposed that item writers submit their test items in keeping with the work schedule for review and approval. CAL staff will confer with the item writers on a regular basis in critiquing and evaluating the submitted items. At the development stage, work will be divided among the item writers. Each individual will be responsible for collecting authentic language materials. After the appropriateness of the selected materials has been determined by a process of peer review, each person will write the assigned test items. For the field test version, the number of test items will be approximately 180 in all. Item writers are expected to keep a record of the sources from which their items are composed.

After deliberations on these issues, the Committee started an item writing training workshop. The item writers, with the assistance of Stansfield and Kenyon, reviewed some principles of test item writing, evaluated some sample test items written in a Polish textbook, and finally practiced writing some reading comprehension items. The peer review and critiquing process that followed proved to be informative and beneficial for the item writers.

The meeting adjourned at 3:00 p.m. Saturday, October 19, 1991. No following meeting was scheduled, but members of the Committee expressed their availability for such an occasion, if needed.

Respectfully submitted,

Xixiang Jiang, Project Coordinator

Dorry Mann Kenyon, Assistant Project Director

Charles W. Stansfield, Project Director

Appendix H

PPT Item Submission Forms

READING COMPREHENSION ITEM SUBMISSION FORM **Number:** _____

Source _____

_____

_____

Text Form _____

Topic Area _____

Context _____

Cognitive Task: To Understand

( ) Learned Material ( ) Main Idea ( ) Facts/Detail

( ) Implication ( ) Other: _____

Contextual Support	( ) Strong	( ) Moderate	( ) Weak
Vocabulary	( ) Easy	( ) Medium	( ) Difficult
Grammar	( ) Easy	( ) Medium	( ) Difficult

Key to Understanding ( ) Vocabulary ( ) Grammar

( ) Context ( ) Pragmatics

( ) Other: _____

Level of Difficulty NL NM NH IL IM IH A A+ S

Stimulus (Polish):

(Translation)

Question or Stem:

Options: (* = Key)

(A)

(B)

(C)

(D)

Author: _____ Date: _____

LISTENING COMPREHENSION ITEM SUBMISSION FORM **Number:** _____

Source _____
_____
_____

Speaking Function(s) _____
Topic Area _____
Context _____

Exchange Pattern ( ) U ( ) A-B ( ) A-B-A ( ) A-B-A-B ( ) M

Cognitive Task To Understand
( ) Learned Material ( ) Main Idea ( ) Facts/Detail
( ) Implication ( ) Other: _____

Contextual Support	( ) Strong	( ) Moderate	( ) Weak
Vocabulary	( ) Easy	( ) Medium	( ) Difficult
Grammar	( ) Easy	( ) Medium	( ) Difficult

Key to Understanding ( ) Vocabulary ( ) Grammar
( ) Context ( ) Pragmatics
( ) Other: _____

Level of Difficulty NL NM NH IL IM IH A A+ S

Stimulus (Polish):

(Translation)

Question:

Options: (* = Key)
(A)

(B)

(C)

(D)

Author: _____ Date: _____

Appendix I

Examinee Background Questionnaire

FPT FIELD TESTING
FPT BACKGROUND INFORMATION SHEET

K: In what kind of school do you presently receive Polish language instruction?

1 = Public High School
2 = Private High School
3 = College or University
4 = Community School/Weekend Language Program
5 = Other

L: How many years of Polish language study, NOT INCLUDING THE CURRENT YEAR, have you completed?

0 = None
1 = 1 year
2 = 2 years
3 = 3 years
4 = 4 or more years

M: How many college course credits, NOT INCLUDING YOUR CURRENT COURSE, have you already earned in Polish?

0 = None
1 = 1 to 3
2 = 4 to 6
3 = 7 to 9
4 = 10 to 12
5 = 13 to 15
6 = 16 to 18
7 = 19 or more
8 = NOT APPLICABLE

N: For how many hours a week does your current Polish language class meet?

0 = Not Applicable
1 = 1 hour/week
2 = 2 hours/week
3 = 3 hours/week
4 = 4 hours/week
5 = 5 hours/week
6 = 6 hours/week
7 = 7 hours/week
8 = 8 hours/week
9 = 9 or more hours/week

O: Are you of Polish ethnic heritage?

0 = Yes
1 = No

P: Do you speak Polish at home?

0 = Yes, most of the time
1 = Yes, but less than half the time
2 = Yes, but very infrequently
3 = No

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Appendix J

Table of Standard Error of Estimation

Standard Error of Estimation
Polish Proficiency Test

Scaled Score	Listening	Reading	Structure
171	25	26	27
170	24	25	27
169	23	25	26
168	22	24	25
167	22	23	24
166	21	22	23
165	20	22	23
164	20	21	22
163	19	20	21
162	18	20	21
161	18	19	20
160	17	19	19
159	17	18	19
158	16	18	18
157	16	17	18
156	15	16	17
155	15	16	17
154	14	16	16
153	14	15	16
152	13	15	15
151	13	14	15
150	12	14	14
149	12	13	14
148	12	13	13
147	11	13	13
146	11	12	13
145	11	12	12
144	10	12	12
143	10	11	12
142	10	11	11
141	10	11	11
140	9	10	11
139	9	10	10
138	9	10	10
137	9	10	10
136	8	9	9
135	8	9	9
134	8	9	9
133	8	9	9
132	8	8	9
131	7	8	9
130	7	8	8
129	7	8	8
128	7	8	8
127	7	8	8
126	7	7	8
125	7	7	7
124	6	7	7
123	6	7	7
122	6	7	7
121	6	7	7
120	6	7	7
119	6	6	7
118	6	6	7
117	6	6	6

Standard Error of Estimation
Polish Proficiency Test

Scaled Score	Listening	Reading	Structure
116	6	6	6
115	6	6	6
114	5	6	6
113	5	6	6
112	5	6	6
111	5	6	6
110	5	6	6
109	5	5	6
108	5	5	6
107	5	5	6
106	5	5	6
105	5	5	6
104	5	5	6
103	5	5	5
102	5	5	5
101	5	5	5
100	5	5	5
99	5	5	5
98	5	5	5
97	5	5	5
96	5	5	5
95	5	5	5
94	5	5	5
93	5	5	5
92	5	5	5
91	5	5	5
90	5	5	5
89	5	5	6
88	5	5	6
87	5	5	6
86	5	5	6
85	5	5	6
84	5	5	6
83	5	5	6
82	5	5	6
81	5	5	6
80	5	5	6
79	5	5	6
78	5	5	6
77	5	5	6
76	5	5	6
75	5	5	6
74	5	5	7
73	5	5	7
72	5	5	7
71	5	5	7
70	5	5	7
69	5	5	7
68	5	5	7
67	5	6	8
66	5	6	8

Appendix K

Comprehension Tasks for the PPT Items

Comprehension Tasks for the PPT Items

Each item in the listening and reading comprehension section was classified by the item developers as to the type of comprehension task required to answer the item correctly. Three broad areas of comprehension were used: understanding the main idea, understanding a fact or detail, or understanding an inference.

Items identified as requiring the examinee to understand the main idea typically require the general comprehension of the entire passage. In same cases, the main gist of the passage may be grasped with the comprehension of one or two key words or phrases. In the majority of the items, however, comprehension of the main idea comes only if most of the passage is correctly understood.

Items identified as requiring the examinee to understand a fact or supporting detail generally require comprehension of the main idea and some supporting detail. However, in some non-prose items from authentic materials (e.g., advertisements), an item in this category may entail the comprehension of isolated words.

Items identified as requiring the examinee to understand an inference require a thorough comprehension of the entire passage in order to identify a correct implication based on the passage but which is not stated directly in it.

Comprehension Task	Listening Section	Reading Section
Understand the Main Idea	23 items	20 items
Understand a Fact or Supporting Detail	20 items	26 items
Understand an Inference	7 items	4 items

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Appendix L

Grammatical Areas Covered in the PPT Structure Items

Grammatical Areas Covered in the PPT Structure Items

Each item in the structure section of the PPT was classified as involving primarily either one part of speech or another aspect of structure (such as negation). This table shows the number of items involving those primary forms. Specific aspects of each form (such as case, number agreement, gender, tense) are not listed separately.

Form	Number of Items
Nouns	11
Verbs	7
Adjective/Adverbs	6
Pronouns	5
Prepositions	3
Other	3

Appendix M
Sources for PPT Passages

Sources for PPT Passages

This table lists the most widely used types of sources for passages found on the PPT.

Listening Passages	Reading Passages
Advertisements	Advertisements
Commentaries	Bulletins
Interviews	Editorials
Movies	Instructions
Radio News Reports	Labels
Radio Announcements	Letters
Recorded Conversations	Magazine Articles
Television News Reports	Newspaper Articles
Television Announcements	Popular Novels
Television Programming	Schedules
Weather Forecasts	Signs

Appendix N

PPT Announcement

CAL

Center for
Applied
Linguistics

CAL Announces the Development of the Polish Proficiency Test

With funding from the U.S. Department of Education, the Center for Applied Linguistics (CAL) is currently developing a national standardized test in the Polish language. This test, which will include listening and reading comprehension sections, will be known as the Polish Proficiency Test (PPT). When in operation, this test is expected to help strengthen Polish language instruction and learning in the United States by serving as a tool to both assess student progress across programs and evaluate the effectiveness of individual programs.

The PPT Development Project, initiated in October, 1991, consists of three working groups: an External Advisory Committee, a Local Test Development Committee and a Project Supervisory Group. These three groups include a wide variety of individuals with considerable background and stature in the field of Polish language instruction, foreign language education and testing. Dr. Charles W. Stansfield, Director of Division of Foreign Language Education and Testing at CAL, serves as the Project Director.

The Polish Proficiency Test is expected to be available by the end of September, 1992. As of December, 1991, it is in the process of item development. In February, 1992, the field test version of the PPT will be administered at different sites nationwide. In April and May, 1992, the final version will be administered for norming purposes.

Since the PPT is designed to be a general proficiency test and not an achievement test, and since it is being developed with authentic materials, it is hoped that teachers and students in Polish language teaching programs will benefit from participating in the developmental testing and by using the PPT once it is in operation. If you need more information about the Polish Proficiency Test, or if you would like to have your program participate in its testing in February, or in April and May, please contact:

Mr. Xixiang Jiang
PPT Project Coordinator
Center For Applied Linguistics
1118 22nd Street, N.W.
Washington D.C. 20037
Telephone:(202)429-9292

Please note that all development testing is done **free of charge** to the participating institutions.

1118 22nd Street N W Washington D C 20037 (202) 429-9292 Fax (202) 659-5641

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